

Home From Home Day Nursery

18 Alexandra Road, Waterloo, Liverpool, Merseyside, L22 1RJ



Inspection date

27 October 2017

Previous inspection date

19 June 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|-------------|---|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The strong management and staff team are enthusiastic and strive to provide the best for children. Managers are highly reflective and identify their strengths and areas for improvement well. They include everyone in the self-evaluation process.
- Parents are overwhelmingly complimentary about the care their children receive. They consistently state that the home-from-home environment that staff provide helps children to become highly confident, social and respectful individuals.
- Children's emotional development is exceptionally well supported. All children form extremely strong bonds with staff and their peers. Staff are superb role models. Children behave impeccably and use excellent manners.
- Staff work well with other professionals to help support children who have special educational needs and/or disabilities. They use specific and targeted plans that help meet the individual learning needs of children. All children make good progress.
- Staff help older children to recognise the letters in words and the sounds they make, and to write the letters of their name. Older boys, for example, show a keen interest in writing and demonstrate a can-do attitude when they try to write new words.

It is not yet outstanding because:

- Some staff have not accessed the most up-to-date information to enhance their professional development and help raise the quality of their practice to higher levels.
- The new system in place that managers use to monitor the progress made by specific groups of children is still in its infancy and is not deeply embedded in practice.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance ways that all staff can update their knowledge and professional development to help raise the standard of their practice to the highest level
- embed precise ways to monitor the progress of specific groups of children and help to extend the highest outcomes for all children.

Inspection activities

- The inspector took a tour of the nursery with one of the nursery managers, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery managers. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed an evaluation of an activity with one of the nursery managers.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

ISP Inspection

Inspection findings

Effectiveness of the leadership and management is good

The well-qualified staff work very well together. They complete observations of practice to share ideas and help improve their skills. Overall, managers support them well and provide regular supervisory sessions to review the quality of their teaching skills. They identify the strengths of each practitioner and deploy staff skilfully. For example, managers successfully utilise the strong skills the staff working in the baby room have. They strive to ensure that babies thrive right from the start of their placement. Managers ensure that there are comprehensive recruitment and induction procedures in place to help check new staff are suitable to work with children. Safeguarding is effective. Staff have good understanding of what action to take if concerned about the welfare of a child in their care.

Quality of teaching, learning and assessment is good

Staff consistently model play and learning with children. They get to know children very well and make regular observations and assessments of their development. Staff find out what children like to do at home and provide interesting activities that closely match their interests. Babies enjoy joining in with action rhymes. This helps to develop their hand-to-eye coordination skills. Younger children use their good imaginations during outdoor play. For instance, they pretend to make fish and curry, laughing heartily at their pretend potions. Older children enjoy discovering how balls move quickly down a drainpipe. Staff are nearby to model using language, such as 'faster', and encourage children to count and work out simple sums. This helps to build children's mathematical skills well.

Personal development, behaviour and welfare are outstanding

Staff provide tailored and highly flexible settling-in sessions and children settle incredibly quickly into the nursery. Moves within the nursery are extremely well supported. Key persons move with children as they progress through the rooms. This helps children to develop a very strong sense of belonging. Healthy lifestyles are promoted exceptionally well. Staff are extremely vigilant in managing children's individual dietary needs and allergies. Food is very carefully selected, sourced locally and prepared fresh on-site daily by the nursery's designated cook. Staff take children on very regular outings into the community. For example, children thoroughly enjoy crabbing at the local marina. They delight in nature walks, where they excitedly collect resources, such as conkers and pine cones. This helps to promote children's excellent understanding of the natural world.

Outcomes for children are good

Children are very confident in new social situations and engage positively with visitors. They demonstrate that they feel safe and secure in the nursery. Children thoroughly enjoy daily exercise sessions. They learn how their bodies move and this helps them to develop good physical and coordination skills. All children develop very good independence skills. For example, they freely choose what they want to do and follow their individual interests. Children manage their self-care needs, such as washing their hands before eating. All children are very well prepared for future learning and school.

Setting details

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| Unique reference number | EY259029 |
| Local authority | Sefton |
| Inspection number | 1091683 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 17 |
| Total number of places | 57 |
| Number of children on roll | 92 |
| Name of registered person | Home From Home Partnership |
| Registered person unique reference number | RP911664 |
| Date of previous inspection | 19 June 2015 |
| Telephone number | 0151 928 0787 |

Home From Home registered in 2003. It operates from premises in Waterloo, Liverpool. The nursery is privately owned and managed. The nursery employs 26 members of childcare staff. Of these, 19 hold an appropriate early years qualification at level 2 or above. The nursery opens from Monday to Friday for 51 weeks of the year, except bank holidays. Sessions are from 8am until 6pm from Monday to Thursday, and 8am until 5.50pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, and children who have special educational needs and/or disabilities.

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