

# The Home Nursery

47-49 High Street, Boston, Lincolnshire PE21 8SP



<b>Inspection date</b>	26 September 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The provider, manager and the staff team have the children and their families at the heart of everything they do. They all demonstrate a passion and dedication about their individual roles. There is a clear enthusiasm and commitment to doing the absolute best for the children.
- Staff develop extremely close bonds with children and are sensitive and responsive to their needs, which helps children to feel safe and secure. In particular, staff recognise the uniqueness of each child. Children interact confidently with their peers, staff and visitors to the nursery.
- Staff provide superb opportunities to enhance children's understanding of the world and the community in which they live. They make regular trips into the local environment and are heavily involved in community projects.
- Staff manage the transition well when children move rooms within the nursery. Children move as a group with friends who they will move on to school with. This helps to ensure children's emotional security is supported well.
- Staff have exceptional partnerships with parents. They have developed excellent ideas to help parents support their children's learning and development at home. Parents comment on how well children thrive in the care of the friendly and knowledgeable staff.

### It is not yet outstanding because:

- Procedures for monitoring the quality of teaching are not yet precise enough to identify where staff can improve further and raise their practice to an even higher level.
- Occasionally, children become distracted and are not engaged during some routines.

## What the setting needs to do to improve further

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

- build on the current arrangements for the monitoring of staff practice, specifically on raising the quality of teaching to an even higher level
- review organisation and routines to help always engage children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Sharon Alleary

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are good. Staff receive regular training and discuss child protection during staff meetings. They know what to do should they be concerned for a child's welfare. The provider follows robust recruitment and vetting procedures, rigorous checks help to make sure staff are suitable to care for children. Staff carry out morning and evening checks on the rooms to identify and remove any risks or hazards. This helps to keep children safe in the environment. The management carefully plans training opportunities to help ensure that staff have the skills to fulfil their role effectively. For example, leadership training has helped senior staff to develop a positive attitude to team working. Furthermore, the management support and encourage staff to gain higher qualifications. The provider and manager make good use of self-evaluation to help continuously improve outcomes for children.

### Quality of teaching, learning and assessment is good

The qualified staff use their accurate assessments to provide a clear overview of what children can do. They plan activities around what children need to learn next. Children's language development is well supported. Staff actively listen to what the children have to say. They encourage older children to share news from their home life and take a genuine interest in what they have to say. Babies benefit from superb interactions from staff to help promote their curiosity for learning. They watch with fascination as the gloop drips from staff's fingers and footprints appear and disappear when toy animals stomp in the mixture.

### Personal development, behaviour and welfare are good

Staff place high priority on developing children's independence and self-care skills. Toddlers have a go at doing things for themselves before staff sensitively intervene. Pre-school children confidently peel fruit and use knives to put spread on toast. Children behave well, they show care and concern for their peers. They listen and follow instructions from staff, such as helping to tidy away toys, and begin to share and take turns with the resources. Children benefit from a healthy lifestyle. They spend lots of time being physically active while exploring the extremely stimulating outdoor play area. Staff help children to learn how to keep themselves safe. They discuss and reinforce the importance of holding onto the bannister as children climb the stairs.

### Outcomes for children are good

Children make good progress, given their capabilities and starting points, including children who speak English as an additional language. Additional funding is used well to improve outcomes for children. Toddlers manipulate dough and use cutters to create shapes which helps to develop their small-muscle skills. Older children show good dexterity as they handle and use a range of tools such as scissors and watering cans. Children count the steps as they descend the stairs, this helps them to develop counting skills. Babies explore sounds, banging pots and pans together. They gain key skills in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY538021
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10077208
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	152
<b>Number of children on roll</b>	116
<b>Name of registered person</b>	The Home Nursery Limited
<b>Registered person unique reference number</b>	RP538020
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01205 838154

The Home Nursery registered in 2016. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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