

Inspection of Home2home Nursery

21-25 Adelaide Street, Luton, Bedfordshire LU1 5BB

Inspection date:

28 June 2021

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's well-being is not promoted because staff do not have sufficient knowledge of wider safeguarding matters. Furthermore, they fail to ensure children's safety. Young children are able to access the top of the stairs with no adult supervision. This puts their safety at risk.

Children settle generally well when they arrive at nursery. They greet each other with hugs and wave goodbye to their parents through the window. Children use their imaginations while playing. They mix water and pasta in the mud kitchen outdoors as they pretend to cook. Older children develop storylines in their play as they pretend to be superheroes. They demonstrate appropriate levels of confidence.

Babies enjoy face-to-face time with staff who play peek-a-boo with them. Older children enjoy singing a range of songs with staff. They demonstrate some concentration as they experiment with materials. For example, young children pour water into bowls of flour to see what happens. Older children use brushes and fruit to create pictures with paint. Babies look through different coloured blocks, demonstrating their curiosity about the world around them.

What does the early years setting do well and what does it need to do better?

- On the day of inspection, staff left a door open on several occasions that meant younger children had access to the top of the stairs with no adult supervision. There was nothing in place to prevent children falling down the stairs and staff did not notice children exiting the room. Managers added a stairgate to prevent the risk while the inspector was there. This minimised the risk to children's safety. However, poor staff deployment means that children are not always well supervised to ensure their safety.
- Staff fail to have a sound understanding of wider child protection issues, such as the illegal practice of female genital mutilation. Although managers deliver training regularly, this has not been embedded securely.
- Staff plan suitable activities and think about things that children would like to do and the areas of learning. However, they do not successfully intervene to support children's active learning. Staff miss opportunities to extend children's knowledge and promote their thinking skills. This means that activities do not have the positive impact on children's learning that is intended.
- Staff address children's occasional lapses of behaviour by asking them to change what they are doing and distracting them. However, they do not encourage older children to think about the reasons why. As a result, children do not learn about the impact of their behaviour.
- Despite the weaknesses, managers have aims for the nursery. They value staff's

efforts and encourage them to complete training, including courses that help to improve their knowledge of children's development.

- Children with special educational needs and/or disabilities make good progress in their learning from their starting points. Staff work with professionals to provide required support. Furthermore, children who speak English as an additional language generally have their needs met. However, the same focus on other children's learning is not carried out well enough to ensure they make good progress.
- There are appropriate opportunities for children to practise their independence skills. Older children pour their own drinks and help give cups out at mealtimes. Younger children are supported by staff to try to put their shoes on.
- Children have suitable opportunities to gain an awareness of mathematical concepts. Babies explore different shapes. Staff encourage children to count the sides of shapes accurately and use the correct name for the shapes. Younger children fill and pour with jugs.
- Parents are happy with the provision their children attend. They speak highly of the partnerships they have with the staff. For example, staff attend appointments with families and help parents to make sure their children have good diets. These arrangements benefit the children.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety is not assured. Managers do not ensure that staff have sufficient knowledge of wider safeguarding issues, such as the 'Prevent' duty. While staff know to report concerns, they are not familiar with the agencies that would ensure the swiftest support for children and their families. They are unaware of the agency to refer an allegation made against a member of staff. Designated safeguarding officers understand their roles to refer concerns should staff raise them. When the staff know there is a concern about children and their families, they work in partnership with other professionals to support their needs. Leaders ensure that they recruit staff who are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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train all staff so they have a secure knowledge of wider safeguarding issues and how to report these to the relevant agencies in line with local procedures, including when an allegation is made about a member of staff	30/07/2021
ensure that staff promote children's safety at all times and are deployed effectively to minimise risks to children	30/07/2021
help staff to guide children's learning effectively through a balance of adult-led and child-initiated play, so children make good progress in their learning.	30/07/2021

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

- develop staff's skills to manage older children's behaviour; this refers to helping children understand the consequences of their actions.

Setting details

Unique reference number	2515535
Local authority	Luton
Inspection number	10191663
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	47
Number of children on roll	47
Name of registered person	Home2homeluton Limited
Registered person unique reference number	RP900970
Telephone number	01582 948447
Date of previous inspection	Not applicable

Information about this early years setting

Home2home Nursery registered in 2019. The nursery employs 15 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elke Rockey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the nursery manager carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed activities indoors and outdoors, and assessed the impact these have on children's learning.
- The inspector completed two joint observations with the nursery manager.
- A meeting was held between the inspector, the nursery manager and the nominated individual. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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