

# Inspection of Home From Home Children's Day Care Ltd

THE SALVATION ARMY, Sythwood, WOKING, Surrey GU21 3BE

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Inspection date: 28 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are captivated by the variety of learning activities available to them, inside and outdoor. They are keen to show visitors around the garden and say they 'love attending'. Children's behaviour is impeccable. They listen to the views and ideas of their friends and demonstrate this as they play together imaginatively. For example, children create a beach scene in the sand tray. They welcome others into their play, generate a sand storm, and work alongside one another to organise a search and rescue. Children are extremely confident in their environment. They collect additional resources independently and show determination as they work out how to transport the sand and water across the garden. Children are proud of their achievements and thoroughly enjoy using these resources to make pancakes in their mud kitchen. Playing in the water tray, the younger children concentrate well. They demonstrate a high level of perseverance as they pour water down the guttering and work out how to move objects that are stuck.

Children show exceptionally high levels of independence. For instance, they competently slice up their fruit at snack time, learn to use different tools, and to think about their personal safety. All children independently manage their personal needs, especially in relation to their health and self-care. They illustrate this as they carefully wash their hands, ensuring that they 'do not pass on their germs'.

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

- The curriculum is well implemented through planned, purposeful activities. Staff assess children regularly and put plans in place that focus on children's next steps in learning.
- Staff promote children's language and communication development well. Children interact with staff, enthusiastically telling them what they are doing. Staff speak clearly to children and pronounce words correctly. They value children's home languages and teach all children familiar words in the different languages they speak.
- Parents speak highly of the staff. They appreciate the regular feedback on their children's learning and the suggestions for activities they can do at home. Parents found this support very useful when the nursery closed due to the COVID-19 (coronavirus) pandemic. This has helped them to support children and provides continuity in their learning.
- The COVID-19 pandemic affected the number of children attending the nursery. Over the past months, more children have started at the setting. This means that the manager has recruited new staff. Staff comment they feel supported in their role and say the manager offers support to keep high levels of motivation and morale. Some staff are completing formal qualifications and all staff complete short courses and training in team meetings. However, the manager

recognises that there is an opportunity to build on the quality of staff teaching even more. Although children are captivated by the activities, there are occasions when staff can enhance their learning even more. This is illustrated as some children find a memory game a little easy and recall the items missing with ease.

- Staff pay excellent attention towards supporting children's healthy development. Children have wonderful opportunities to grow and harvest fruit and vegetables from the garden. This helps children to learn about the importance of a healthy diet and where fruit comes from. Children illustrate their understanding at snack time, confidently explaining that fruit comes from plants and trees.
- Children develop small-muscle strength in readiness for writing. They illustrate this as they use tools, such as potato mashers to mash cooked vegetables. Younger children have a go at using one-handed tools and squish the mixture through their fingers. They pour liquids into different containers and show good coordination, while their older peers use equipment such as pipettes to transport liquids.
- Children of all ages show their understanding of boundaries and demonstrate excellent relationships. For example, older children are kind to their younger peers and work alongside them to build construction activities.
- The manager and provider are passionate about meeting the individual needs of families in the local community. They have recently refurbished the outdoor area and this means all children have wonderful opportunities to enjoy fresh air, exercise, and have the freedom to take measured risks. Younger children confidently climb up and over equipment. Older children show a high level of curiosity. They lift logs in anticipation and learn that some bugs, such as red ants, bite.

## Safeguarding

The arrangements for safeguarding are effective.

Staff undertake regular training to help them maintain an up-to-date understanding of how to recognise the signs that a child may be at risk of harm or neglect. The manager regularly discusses safeguarding and related child protection matters with staff. For example, during staff meetings and supervisions. Staff know they must act swiftly and effectively on any concerns they may have. They understand the importance of reporting safeguarding concerns beyond the manager, if they were ever unhappy with the response to any concerns raised.

## What does the setting need to do to improve?

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

- strengthen the focus for professional development and help all staff to gain an even greater knowledge of how to support children's learning further.

## Setting details

<b>Unique reference number</b>	2503197
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10194402
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Home From Home Children's Day Care Ltd
<b>Registered person unique reference number</b>	RP907164
<b>Telephone number</b>	07379 227695
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Home From Home Children's Day Care Ltd registered in 2018. It employs 10 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. 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.

## Information about this inspection

### Inspector

Jane Franks

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The manager explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspector held discussions with the manager, staff and children at appropriate times throughout the inspection.
- Parents provided feedback about the nursery through discussions with the inspector and through email.

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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