

Inspection of Home from Home, The Nannery Ltd

8-10 Crow Lane, Little Billing, NORTHAMPTON NN3 9BX

Inspection date: 21 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children say that they are happy at nursery. They show their enjoyment as they play alongside staff and each other. Children laugh and smile as they play with water. They develop their physical skills as they handle buckets and jugs in the water tray. Children pour water from one container to the other and watch with delight as they empty them with a splash onto the ground. Young children show their curiosity as they investigate water that they see collected in tyres in the outdoor play area. Children learn how to look after the nursery animals. They fill jugs with water, aided by staff, to make sure that the animals have enough to drink.

All children are warmly welcomed and included in the setting. Children, including those that need additional support, are actively encouraged by staff to access all that is on offer. Children gain the confidence they need to explore the environment and resources independently. They demonstrate secure attachments with staff. When they are unsure, children know who they can turn to for reassurance and help. Children learn to manage their own feelings and share and take turns. Frustration turns to a sense of satisfaction as children work out why the kitchen cupboard door in the role-play area will not close. They successfully reorganise what is inside and proudly shut the door.

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

- Managers and staff have worked together to swiftly address areas that required improvement, to promote children's safety and welfare. Staff speak positively about the support they receive, to help them to meet the care and learning needs of children. Supervision meetings provide opportunities for staff to speak with managers about their well-being and identify areas for their ongoing professional development.
- Children are assigned a key person who ensures that their individual needs are met. Staff gather key information from children's parents when they first start at the setting. A continued two-way exchange of information helps to ensure that parents are kept informed about their child's learning and progress. In addition, parents are able to share information about their children's experiences at home. Staff know children well and identify what they want them to learn next. Staff plan and provide activities that help children to gain the knowledge and skills they need for their future learning.
- Children with special educational needs and/or disabilities are supported well by staff. Staff communicate regularly with parents and work with other professionals to implement appropriate strategies to support children's care and learning. This positive partnership working helps staff to support and meet children's individual needs.

- Staff use their assessments of children to plan the environment and activities that help to broaden children's experiences and knowledge. Children participate in a range of activities, indoors and outside. However, on occasion, staff do not always adapt their interactions to reflect children's individual capabilities and ideas. Sometimes, children struggle to complete tasks and lose interest to continue with activities to the end.
- Children learn how to use fixed play equipment safely. They climb stairs and hold the handrail as they cross the bridge on the large apparatus. Children's individual dietary needs are well catered for. They are provided with a balance of meals and snacks throughout the day and have access to drinking water that contributes to their good health. Mealtimes are a social occasion. Older children help staff to set the table. Toddlers learn how to use cutlery and to independently feed themselves.
- Children show an interest in and love of books. They sit with staff and listen to their favourite stories. Staff adapt their interactions to capture the sustained attention of all children and to support their communication and language skills. They ask children questions and use new words, such as 'antennae', when reading a story about a caterpillar to older children. Staff name familiar objects in books. Young children listen, pause and then repeat the words for themselves.
- Children enjoy using their imagination and being creative. They play in the role-play area and enjoy using small world toys that reflect the community around them. Children line up chairs and pretend that they are on an aeroplane. Children can access a broad range of art and craft materials. They chose what tools they would like to use and are helped by staff to use them correctly.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff complete safeguarding training to help keep their knowledge and understanding up to date. They understand their role and responsibilities to keep children safe. Managers and staff know what to do, should they have a concern about a child. Arrangements are in place to ensure that appropriate documents are maintained, such as accident and incident records. Risk assessments are completed and play areas checked, and action taken to ensure that they are safe and suitable for children. Managers ensure that they implement effective procedures to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- refine the planning of activities and consider the differing capabilities of all children taking part, to enhance their learning and sustained involvement.

Setting details

Unique reference number	EY467861
Local authority	West Northamptonshire
Inspection number	10206397
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	94
Number of children on roll	45
Name of registered person	The Nannery Limited
Registered person unique reference number	RP525982
Telephone number	01604722226
Date of previous inspection	1 September 2017

Information about this early years setting

Home from Home, The Nannery Ltd registered in 2013 and is based in Little Billing, Northamptonshire. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications. The nursery opens Monday to Friday, from 7.30am until 6pm for 51 weeks of the year. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspector

Claire Muddimer

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke with the nominated individual and area manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to staff and children during the inspection.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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