

# Inspection of Home2home Nursery

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

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Inspection date:

12 October 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### The provision requires improvement

The quality of interactions between staff and children are variable. The newly established team do not know all the children's learning needs well enough to build on and extend their learning effectively. Still, children have some opportunities to develop their physical skills. Older children balance on large crates and climb on a climbing frame, building their strength and coordination. Babies crawl around a large space and pull themselves up as they learn early movement skills. Children also enjoy the home corner. They stir, cook and offer food to each other to pretend to eat. Older children experiment with craft materials. They use glue to stick coloured shapes, pipe cleaners and googly eyes to paper. Babies hold paintbrushes and feel the bristles on the palm of their hands. This gives children some opportunities to develop their creativity. New children are comforted by staff. Babies snuggle in for cuddles and are shown photographs of family members. Staff stay near older children who are attached to them and gently encourage them to play with toys. Children have suitable opportunities to practise their hand coordination. Babies use spoons at mealtimes and older children create pictures with crayons, pencils and felt-tip pens.

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

- There has been some improvement since the last inspection. For example, leaders have concentrated on ensuring staff are knowledgeable about child protection, including newly recruited staff. Leaders have prioritised tackling weaknesses that help keep children safe. For example, they have reviewed accidents in the garden and adjusted the deployment of staff to supervise children adequately.
- Staff have completed training to support their teaching skills. They can discuss what they have learned but do not yet implement this knowledge effectively. For example, leaders are clear that staff need to model language when they are playing with children, but this does not always happen.
- When working directly with the children, leaders model higher quality practice. For example, they use an expressive voice when reading books to children, which captures their attention. They also provide encouragement and praise to staff when they have supported children well. However, the performance management systems to improve the teaching skills of all staff are not yet fully effective and not all staff show consistently good skills in teaching.
- Staff identify next steps in children's learning. However, they do not provide opportunities that help all children reach these next steps well enough. At times, they focus on one specific learning intention regardless of the children involved. For example, staff continue to focus on colour recognition even though older children demonstrate a secure knowledge in this area. Staff ask older children mundane questions they already know the answer to.

- Staff interact warmly with babies during mealtimes. They sit with them and use simple language, such as 'yummy' and label the food they are eating. Babies smile and babble in response to the staff. Additionally, they respond to the non-verbal gestures of children who speak English as an additional language. However, staff do not extend this to planned activities, to ensure that children hear a wide range of spoken words. For example, when babies use paint, staff do not add any descriptive words to give meaning to their experiences.
- Children with special educational needs and/or disabilities are well supported. Staff work with parents and other professionals to help children to achieve their targets, and make referrals when appropriate. As a result, these children make good progress in their development from their starting points.
- Children gain an awareness of healthy lifestyles. They eat freshly cooked nutritious food. Staff encourage children to wash their hands at appropriate times. Staff work well with parents to promote healthy choices at home. For example, they suggest healthy treats that capture children's interests.
- Parents are happy with the care the staff at the nursery provide. They say that the staff ask for a lot of information when their child begins attending and that their children are happy to come to nursery.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, staff have gained a suitable knowledge of how to identify the signs and symptoms of different types of abuse. This includes wider safeguarding concerns and local area issues. Staff know the relevant agencies to contact should they have a concern about a child or a member of staff. Leaders have an effective system in place to help staff keep this knowledge up to date. They work closely with families to support overall well-being effectively.

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

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

	Due date
ensure the performance management programme helps staff to improve the quality of their interactions with the children	11/01/2022
help staff to use information about children to ensure they all receive meaningful and challenging learning experiences that build on what they already know and can do	11/01/2022

<p>ensure staff make the most of all language opportunities so that children are surrounded by words and sounds to promote their communication development.</p>	<p>11/01/2022</p>
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## Setting details

<b>Unique reference number</b>	2515535
<b>Local authority</b>	Luton
<b>Inspection number</b>	10202313
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Home2homeluton Limited
<b>Registered person unique reference number</b>	RP900970
<b>Telephone number</b>	01582 948447
<b>Date of previous inspection</b>	28 June 2021

## Information about this early years setting

Home2home Nursery was registered in 2019. The nursery employs 10 members of childcare staff. Of these, all 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

- 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 manager and the inspector completed a joint observation.
- A meeting was held between the inspector and the nursery manager. 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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