

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

Molesey Football & Social Club, 412 Walton Road, WEST MOLESEY, Surrey KT8 2JG

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Inspection date: 25 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive at the door excited to see which staff member is going to greet them. They form strong relationships with their key person, which helps them to feel safe and secure. Babies cuddle up with adults when they need extra reassurance, such as when they have woken from their sleep. Babies and young children are immersed in a language-rich environment. They smile and copy the actions to familiar rhymes as staff sing to them frequently throughout the day.

Children develop excellent imaginations. They pretend to call well-known story characters on the phone and create elaborate stories that they share with their friends. They are animated and excited as they talk about the character getting stuck in a crocodile's tummy and meeting a dragon. Children take it in turns and wait patiently for their go, listening to their friends' ideas. Children are fascinated by the setting's pet Giant African land snail. They are proud to show visitors what staff have taught them about looking after unusual animals. Children happily paint on a large shower curtain in the garden, which helps strengthen their hand and arm muscles. They experiment with different colours and enjoy being creative.

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

- The quality of education is good. Staff find out what children know and can do before they join so that they can plan appropriate activities. They monitor children's progress to identify any gaps in their learning. Children make good progress from their starting points.
- The curriculum is well sequenced to ensure children are prepared for the next stage in their learning journey. The manager has considered all aspects of the daily routine when planning for children to move to the next room. For example, children use chairs of different styles depending on their age and, when ready, they learn how to sleep on mats rather than cots.
- Staff plan exciting learning opportunities for children that capture their interest. For example, children play imaginatively with real lemons, tea bags and water. Staff interact with children to support them. However, at times, they do not consider how to challenge children to the highest level so that they make exceptional progress.
- The manager is highly knowledgeable and demonstrates excellent leadership skills. She regularly observes staff's practice in order to further improve the provision. Staff attend supervision meetings to reflect on their practice and to identify further professional development opportunities. Staff report that they feel well supported in their role both personally and professionally.
- Children's behaviour is good. They play cooperatively with their friends and show high levels of engagement in their learning. During group activities, children are focused and enjoy participating. Staff use group time as an opportunity to talk to

children about their feelings, helping them to develop good emotional literacy.

- Staff promote children's independence. Older children independently take themselves to the toilet and staff remind them to wash their hands. Children serve their own meals at lunch and help to chop their snack.
- Staff are currently focusing on developing children's mathematical knowledge even further. They work hard to incorporate mathematical language into children's play. For example, they encourage children to count and talk to them about the shape and size of things. Staff's interactions support children's communication and language effectively. Staff comment on children's play and repeat phrases back to children.
- Staff teach children about different concepts such as floating and sinking. They encourage children to make predictions before testing out their theory. Staff teach children language such as 'heavy' and 'light' as they compare the weight of different objects, including coins and sticks. Children develop the skills they need to think critically and problem-solve.
- Parent partnerships are effective. Parents report that they receive good feedback about their children's progress. Staff work collaboratively with other professionals to support children with special educational needs and/or disabilities. They follow the targets set by key professionals to ensure children are well prepared for the next stage in education.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a firm understanding of their responsibilities in keeping children safe. They attend regular training to keep their safeguarding knowledge up to date. Staff and leaders know the families and children very well. They know what to look out for that would indicate a child may be at risk of harm. Leaders are confident in the procedure to follow to report any concerns about a child or member of staff. If children have an accident it is accurately recorded and documentation is monitored to highlight any trends. There is a robust and thorough recruitment procedure in place to ensure that staff working with children are suitable.

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

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

- help staff to provide children with opportunities that stretch and challenge their learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY441312
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10226524
<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>	55
<b>Number of children on roll</b>	76
<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>	02089418312
<b>Date of previous inspection</b>	15 November 2016

## Information about this early years setting

Home from Home Children's Day Care Ltd registered in 2012. It is located in West Molesey in Surrey. The nursery is open each weekday from 7.30am to 6.30pm, for 50 weeks of the year. The out-of-school club is open from 7.30am to 9am and from 3pm to 6.30pm, during term time only. The nursery receives funding for free early years education for children aged two, three and four years. The nursery employs 22 staff, 12 of whom hold appropriate early years qualifications at level 3 or above.

## Information about this inspection

### Inspector

Jade Orosz

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 the children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents 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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