

Inspection of Home from Home Nursery

Atlas Works, Nelson Street, CARLISLE CA2 5NB

Inspection date: 18 October 2022

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

Relationships between staff and children are positive. The introduction of special 'get togethers' have supported children to settle back into the nursery quickly, following any period of closure. Children are extremely happy and assured. They enjoy every minute of their time at this calm and appealing nursery. Staff value each and every child. They praise children's achievements and their largely positive behaviour through kind gestures, such as a thumbs up or by saying 'good job'. Children are confident and independent individuals. They take on roles, such as 'the lunch helper', and keep themselves safe, when carefully carrying glassware to the table.

Leaders and staff ignite children's curiosity through a world of 'awe and wonder'. Children positively immerse themselves in their play and learning. Babies show interest in the sounds that different instruments make. They reflect on their own home experiences, such as when pretending to make a cup of tea during pretend play. Younger children act out the roles of different characters, such as pirates, and enjoy searching for treasure in the sand. They mix materials together to create 'fruit tea' and recall what ingredients are needed to make their own dough. Older children take a special interest in living things outdoors. They respond well to staff and gather up natural materials, such as leaves and conkers, to create their very own 'ladybird house'. Children with special educational needs and/or disabilities (SEND) concentrate for short periods when making marks with chalk. They listen to staff and quickly learn what different equipment, is used for, such as a magnifying glass.

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

- Leaders invest in staff through regular and meaningful supervision sessions. They strive to reduce staff's workload, to help them to maintain a good work-life balance. This contributes towards staff's positive energy, enthusiasm and motivation across the nursery. Staff complete a very broad range of training, which is highly relevant to the needs of the children attending.
- Staff support children to develop a love for books and reading. They plan fun experiences, such as making a fruit crumble, inspired by the stories the children enjoy. Older children work together to mix materials to create a desired effect. They recall key events from stories and get very excited when explaining to others, that they are making a 'Gruffalo crumble'.
- Since the COVID-19 pandemic, staff are beginning to place a sharper emphasis on supporting children's early language development. The introduction of a communication board is helping children with SEND to understand the meaning of words and phrases, such as 'ready, steady and go'. Staff continually engage in conversations with all children. However, they do not challenge children's

thinking skills most successfully. Additionally, they do not always model words accurately for babies and children to hear and say. This does not support all children to extend on their developing speech and language skills fully.

- The proactive staff go over and above to secure timely interventions for children with SEND. They work in true partnership with parents and other professionals, to identify and target children's care and learning needs. They share highly effective teaching strategies, which are then swiftly incorporated into staff's plans, and are successful in helping to close any gaps in children's learning.
- Partnerships with parents are strong. Staff use various methods to share information about children's learning and progress with parents. The use of a 'take-home bear' is providing more opportunities for children to share their experiences from home. Staff have recently reintroduced play days for children and parents to attend. During these events, staff make time to share any 'top tips' for learning with parents, to help to build on their children's skills at home.
- Funding is used well to narrow gaps in children's learning. For example, the use of the new board games positively supports older children to socialise, take turns and follow rules. Staff step in to resolve the few conflicts that arise during play. They gently remind children to use their 'kind hands'. However, staff do not persistently teach younger children about the impact that their actions have on others. This does not support the youngest children to maintain consistently high levels of consideration and respect for their friends.
- Children enjoy plenty of time outdoors in the fresh air each day. They take part in wider celebrations and events that are inspired by their own family cultures and traditions. This contributes towards children's growing awareness of diversity and what makes each and every one of them unique.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a good understanding of their role and responsibilities to protect children's welfare. They value the importance of liaising with other agencies, to ensure that children are kept safe from harm. Staff undergo intense safeguarding training. They are alert to the signs of abuse and know the procedures to follow in the event of a child protection concern. Staff know that children use an increasing range of technology at home. They share online safety information with parents and provide links to helpful training and resources, to help to keep children safe at home. Staff uphold the highest standards of health and hygiene practice. They quickly identify when children become ill during their time at the nursery and take the necessary steps to prevent the spread of infection.

What does the setting need to do to improve?

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

- support staff to build on children's developing pronunciation and thinking skills most successfully, to enable all children to make the very best rates of progress in their communication and language development
- strengthen interventions and help younger children to gain a broader awareness of the impact that their actions can have on others, to help them to adopt the highest levels of respect and consideration for their friends.

Setting details

Unique reference number	EY478429
Local authority	Cumbria
Inspection number	10236378
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	0 to 4
Total number of places	47
Number of children on roll	118
Name of registered person	Emery, Euphemia
Registered person unique reference number	RP909740
Telephone number	01228 318 265
Date of previous inspection	8 March 2017

Information about this early years setting

Home from Home Nursery was registered in 2014. The nursery employs 16 members of childcare staff. Of these, eight hold appropriate early years qualifications at levels 2, 3 and 4, two hold qualified teacher status and one holds early years teacher status. The nursery operates Monday to Friday, from 7am to 6pm, all year round, with the exception of two weeks over the Christmas period. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Bowe

Inspection activities

- This was the first routine inspection that the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- The manager led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and the manager.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a separate meeting with the manager and deputy manager to discuss aspects of leadership and management.
- A sample of documents was viewed by the inspector. These included evidence of the suitability of staff, a record of staff qualifications and training and some of the policies and procedures.
- The inspector took account of the views from a number of parents.

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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