

# Report for childcare on domestic premises

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Inspection date:

17 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

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

### The provision is good

Leaders, managers and staff successfully create a warm, friendly and safe environment in which the focus is on children developing key skills and making memories. The manager has a clear vision for the future of the nursery, and alongside her team, she is cultivating a home-from-home experience for the children who attend. Children are incredibly settled and feel confident interacting with children of other ages and talking with visitors about what they are doing. Children feel emotionally secure thanks to the strong bonds and relationships that have been built with each other and the deeply caring staff team.

The manager is ambitiously building a curriculum that offers the children memorable opportunities and enriching experiences. Children are encouraged to make links to their previous learning and use skills they have been taught. Children's behaviour is extremely good, and staff gently encourage the younger children to respect boundaries and use their words to express feelings. Parents and carers trust the manager and her staff to deliver a range of creative activities and engaging local visits for their children. Staff regularly report on children's individual progress and development in key areas. Parents comment on the secure attachments and attentive care given to their children, and many families send children's siblings to the setting because of this.

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

- Parents are encouraged to share observations from home using an information-sharing app. They are given support in doing this through information included in the termly newsletters.
- Children are welcomed into an environment that is cosy but bright and engaging. It encourages them to participate and explore their surroundings.
- Activities are planned to support children in creating lasting memories and making links to their previous learning and understanding. For example, children walk to the local post office to post their own letters when learning about people who help us.
- Children are settled and happy at the nursery and form very strong bonds and secure attachments with all of the extremely caring and friendly staff. This is demonstrated in the way that each child's key person will try to greet the child at the door when they arrive in the morning.
- Staff use daily circle times to deliver engaging learning opportunities which provide children with the opportunity to develop their social and communication skills. However, they do not always allow all children the time to process and respond to the best of their individual abilities.
- The manager ensures that all staff members go through a rigorous training schedule as part of their induction process. They are being encouraged to reflect

on their own practice and offer suggestions for future personal development.

- Children attending the nursery speak a range of languages and come from many different cultural backgrounds. This is celebrated and shared as a nursery family. For example, during the festival of Diwali, traditional food was cooked on site and shared with the children.
- Children are settled and happy in the setting, independently accessing various resources around the rooms. They are confident to approach a visitor and speak to them, involving them in their role play.
- The manager goes above and beyond to share information and advice with parents and carers. For example, they share medical updates from the local borough and send informative posters about the symptoms of scarlet fever.
- The manager is ambitious in her vision to 'make memories' for all children and ensure that all opportunities are available to all children. For example, there is an indoor slide show and a room of hands-on artefacts about Africa, which all children have the opportunity to experience.
- Staff have a positive and highly communicative relationship with each other. This enables key information about the children's needs and development to be shared freely and easily throughout the day.
- Children are supported to use their independence skills from an early age and are reminded to take responsibility for their own things. For example, children hand out plates and cups to their friends at lunchtime and try to pour their own water.
- Parents praise the good level of care their children receive at the nursery. They comment on the effective way the staff share information on what their child is learning about and their development in all areas of the curriculum.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a clear understanding of their role in keeping children safe from harm. The nursery manager ensures that safeguarding training is a priority at each monthly meeting, and all staff analyse a past case study. As part of the induction process, staff undertake safeguarding training that provides them with the information they need to identify children at risk of abuse. New staff also attend training on the 'Prevent' duty, female genital mutilation and food hygiene as part of their induction process. Every member of staff at the setting has paediatric first-aid training. Managers and room leaders update their level 3 safeguarding qualification each year. All staff are clear on how to record and report any concerns they may have about a child. They know where to find information on who to report incidents or concerns to and the relevant contact details for these people or organisations.

## 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 further strengthen their communication strategies during circle times with children
- allow children more time to think and respond during interactions to extend their thinking and language skills.

## Setting details

<b>Unique reference number</b>	EY447769
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10235802
<b>Type of provision</b>	Childcare on 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>	1 to 2
<b>Total number of places</b>	28
<b>Number of children on roll</b>	28
<b>Registered person unique reference number</b>	RP510937
<b>Date of previous inspection</b>	16 January 2017

## Information about this early years setting

Home From Home registered in 2012. It operates within the London Borough of Kensington and Chelsea. The setting is open each weekday, from 8am until 6pm, for 47 weeks of the year. There are seven members of staff; four of whom have relevant childcare qualifications at level 3 and above.

## Information about this inspection

### Inspector

Sam McNulty

### 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 inspector completed a tour of the nursery with the manager.
- The inspector took part in joint observations of staff members with the manager.
- The inspector observed the quality of staff interactions with children.
- The inspector held discussions with the manager and staff at appropriate times during the inspection.
- The inspector considered the views of parents spoken to on the day.
- The inspector looked at various documents, including staff training records, records for children and evidence of the suitability of staff.

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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