

Inspection of Home from Home Worthing

69 Grand Avenue, WORTHING, West Sussex BN11 5BB

Inspection date: 21 March 2023

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 are happy and settle well in this nursery. They feel safe and have a strong sense of belonging. Staff actively promote children's independence and curiosity through a variety of activities. For example, children enjoy investigating their natural environment during forest school sessions. They respond to the rules and boundaries within the outdoor space. For instance, children are 'green dragons' when they are safely outside the campfire circle, and they understand 'red dragons' means they could be in danger. Children are aware of the importance of following these rules to keep themselves and others safe.

Children have ample opportunities to access activities that promote their physical development. Babies show their increasing skills while using physical play equipment. For instance, they climb the stairs and show delight as they go down the slide. Toddlers develop their small-muscle skills as they pinch tweezers together to pick up shredded paper. These activities help to promote children's physical skills and support their ongoing development in all areas of their learning.

Pre-school children are happy to share their experiences with others. For example, they talk with excitement about the sensory room and explain that this is their 'favourite place to play'. They can sound out the letter sounds of their name and those of family members. They proudly explain that they have learned this through 'lots of practice'. All children demonstrate a positive attitude to learning, including children with special educational needs and/or disabilities.

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

- Leaders and staff have developed a new approach to their curriculum. Even though this is in its infancy, all staff have a clear understanding of the intentions for children's learning. Staff provide a broad and well-planned curriculum that builds on what children already know. Staff thread children's interests throughout planned experiences. In turn, children show high levels of concentration as activities capture their curiosity.
- Leaders have a secure knowledge of assessing and supporting staff's practice to further improve their skills. There are effective processes in place, such as staff observations and various training opportunities, to aid professional development. This improves the learning experiences for children and helps them to make good developmental progress.
- Children are well prepared for transitions, including to school. Staff develop children's independence and confidence to support them in their next stage of learning. Children enjoy carrying out tasks that enable them to make independent choices. For example, children put their own coats and shoes on and freely choose what activities they want to explore.

- Staff have a secure knowledge of their key children and are caring and nurturing in their approach. They understand children's individual personalities and the different ways in which children learn. Staff are on hand to offer gentle reassurance, positive praise and support children's individual needs. This enables children to develop secure attachments and gain confidence.
- Occasionally, staff caring for the youngest children do not always make sure that they engage children in purposeful play throughout the day. For example, following lunchtimes, when some staff are carrying out routine tasks, others do not plan experiences that entice children in effective learning opportunities.
- Staff effectively develop children's communication and language. They speak clearly, hold conversations and expose children to new words such as 'hydrate' and 'energy'. Staff skilfully read stories and effectively engage children in early literacy experiences. For example, children eagerly choose to join story time as the staff member reads with enthusiasm and brings the characters to life.
- Children benefit from interactive group times, which staff encourage children to be part of. They enjoy choosing favourite songs and join in with familiar words and actions. However, on occasions, staff interrupt children's engagement in group activities, which impacts on their learning experience. Sometimes, children are removed from group times to undertake routine tasks, such as handwashing in preparation for mealtimes.
- Staff provide a highly inclusive environment where children have first-hand experiences of different cultures and diversity. For example, staff share the events they celebrate, such as Chinese New Year and Ramadan. Children experience these events through learning words in other languages, sampling food and exploring ceremonial clothing.
- Parents report their children are happy. Communication is good and they appreciate daily verbal feedback, as well as valuing real-time updates received through the online systems. Parents report their children's communication and language development has improved greatly.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure understanding of child protection and their roles and responsibilities in safeguarding. They regularly update their knowledge through training and have a good knowledge of aspects of child protection, including differing cultural practices and extreme views and behaviours. All staff know the process to follow should they be concerned about a child, as well as what to do in the event of an allegation being made against a member of staff. Staff assess risk effectively and ensure this is minimised. They also provide children with the skills needed to start to understand how to keep themselves and others safe.

What does the setting need to do to improve?

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

- strengthen staff's interactions with the youngest children at key times of the day, to consistently engage them in purposeful learning experiences
- build on staff's understanding to consistently avoid interrupting children when they are engaged in activities.

Setting details

Unique reference number	EY492462
Local authority	West Sussex
Inspection number	10281706
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	116
Number of children on roll	265
Name of registered person	Home From Home (Worthing) Ltd
Registered person unique reference number	RP905567
Telephone number	01903 248115
Date of previous inspection	14 February 2018

Information about this early years setting

Home from Home Worthing registered in 2015 and operates from two large Victorian houses in Worthing, West Sussex. The setting is open from 7.30am to 6pm on weekdays, for 51 weeks a year. There are currently 58 staff, 36 of whom are qualified to at least level 2. Seven members of staff hold qualified teacher status. The setting receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Natalie Moir
Helen Penticost

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 leaders and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors observed the quality of education being provided and assessed the impact that this has on children's learning.
- Leaders and the inspectors carried out joint observations of children taking part in activities.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the interactions between the staff and children.
- Parents shared their views of the provision with the inspectors.

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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