

Inspection date

Previous inspection date

16/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The nursery offers a welcoming, well organised, inclusive environment. Children have access to a good variety of easily accessible resources and play materials indoors and outdoors which enables them to make choices about their play and learning.
- Children take part in a wide range of interesting activities that help them make good progress in their learning, in relation to their starting points and capabilities. They show good levels of independence, curiosity and imagination and are motivated to learn.
- Children are happy and settled in the nursery. Staff work closely with parents to make sure that are familiar with each child's background and needs. This ensures children's individual needs are met well.
- The staff team are committed to continually developing and improving the setting. They regularly monitor and review what they do and agree clear targets for the future.

It is not yet outstanding because

- Group sessions such as circle time are not always organised effectively so that all children can take part and benefit fully from the planned learning experiences.
- The book area does not always effectively foster children's interest in books to support early reading.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children taking part in activities indoors, outside and during meal times and care routines.
- The inspector had discussions with the manager and members of staff.
- The inspector sampled records including children's files, planning, self-evaluations and staff suitability records.
- The inspector looked around the premises and outdoor area.
- The inspector spoke to parents at the setting and also took account of their views from recently completed questionnaires.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Home from Home registered in 2012. The setting is registered on the Early Years Register and offers childcare on domestic premises. It operates from a lower ground and ground floor converted property in a residential road in Chelsea, within the London Borough of Kensington and Chelsea. The property is accessed by a flight of steps. There are two play rooms plus a quiet room upstairs and children have access to an enclosed garden for outdoor play.

The setting is open each weekday from 8.00am to 6.00pm with closures for two weeks at Christmas and in August and a week at Easter. There are currently 30 children on roll, who attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

There are six members of staff, including the manager. Five members of staff have relevant childcare qualifications at level 3 and above. The setting receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

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

- review the organisation of large group activities such as circle time, to ensure all children fully benefit from these sessions in relation to their age and ability
- create a more welcoming, attractive book area where adults and children can enjoy books together.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff know children well and make sure they gather detailed information about each child's background, starting points and needs before they start. For instance, parents fill in 'all about me' sheets that include details of children's routines, progress and achievements. This means staff can provide appropriate care and meet children's individual needs well. They make careful assessments of children's skills and interests and plan activities that capture their interest and motivate them to learn. Children make good progress in their learning, in relation to their age, starting points and abilities. They gain skills and attitudes that prepare them well for the next stage of learning and for school, such as listening to staff and managing their own coats and shoes.

Children's early communication skills are successfully fostered when they join in with songs and rhymes and as staff involve them in conversations. Staff make good use of interesting resources and visual displays to engage children's interest and encourage them to talk about their experiences. Sometimes, however, the group size at circle time is too large and includes too wide an age range. As a result, some children lose interest and do not fully benefit from these sessions. Staff use every day situations well to help children

learn about shape, space and number. Children count the steps as they walk up to the garden or the cups on the table to make sure there are enough for everybody. Staff make the most of diversity to teach children about the world around them. For instance, children talk about their own lives and experiences and find out about those of their friends during an 'all around the world' project. They explore the natural world when they plant and grow vegetables in the garden or talk about how the cold weather makes them feel on a chilly winter's day. Children listen attentively to stories and happily look at books on their own, but there is not currently an inviting, cosy area where children can easily select books for themselves. Staff encourage children to express their creativity when they dance to music, waving streamers as they move to the beat. They dress up and use their imaginations in role play, taking care of each other in the doctor's surgery.

Staff keep parents well informed about their child's progress. They receive a daily diary sheets with details of activities and achievements. Staff also make sure that parents have a copy of activity plans and each term's learning objectives, so they can support their child's learning at home.

The contribution of the early years provision to the well-being of children

Children are confident and settled in the setting. The key person system works well in practice and children build strong attachments to their familiar carers. This effectively supports their physical and emotional well-being. Children grow in independence as they manage their own coat and shoes to go outside and find the resources they want to play with from the boxes on the shelf. They quickly become familiar with routines and expectations and behave well, getting ready for mealtimes and helping tidy the toys away. They learn about risks and how to keep themselves safe when they hold on to the rail and walk carefully up the steps to the garden. The environment is bright and welcoming and children have access to a good range of age-appropriate toys and resources. Staff are vigilant about supervising children at all times and carry out daily risk assessments of the house, garden and any outings. This ensures children can play safely.

Staff promote children's health and well-being well. Children follow simple good hygiene routines such as washing their hands before mealtimes and staff follow careful procedures for changing nappies. This helps minimise the risk of cross-contamination. Children choose from a selection of healthy snacks such as raisins and slices of banana and enjoy a tasty home-cooked pasta and salad for lunch. They play outside every day as part of a healthy lifestyle. They practise their physical skills riding bikes or having a turn on the slide and have fun running around in the fresh air.

The effectiveness of the leadership and management of the early years provision

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that all staff are suitable to work with children and are appropriately qualified and experienced. Staff attend child protection training and have a clear

understanding of their responsibility to provide a safe environment for children. They know what steps to take if they have concerns about a child. Staff work well together as a team, sharing tasks and responsibilities such as preparing snacks or organising an activity. They develop their skills by attending local courses and their performance is monitored, for instance through supervision and appraisals. This means the staff group is well-trained and supported.

The management team have a good understanding overall of the learning and development requirements. They ensure a broad educational programme is in place and monitor the provision closely to identify any areas for improvement. For instance, they are developing and extending the outdoor play provision and recently introduced new systems for closely tracking children's progress. Staff show a good understanding of the setting's strengths as well as areas for further development and are keen to make sure the provision continually improves.

Parents have access to a wide range of information through discussions, notice boards and regular newsletters and are welcomed into the setting. Staff work closely with them regarding all aspects of their child's care and provide both written and verbal feedback every day. Parents are happy with the care provided and comment that staff know children well and are sensitive to their individual needs. Staff at the setting also build effective links with any other professionals involved in a child's care where relevant, such as physiotherapists. This ensures children receive the support they need and benefit from a consistent approach.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

Not Met	registration. The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY447769
Local authority	Kensington & Chelsea
Inspection number	803726
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	30
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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