

Homestead Day Nursery

9 Mews Lane, Calverton, NOTTINGHAM, Nottinghamshire, NG14 6JW

Inspection date	01/11/2013
Previous inspection date	11/06/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children's behaviour is good. They make good friends, know how take turns, share resources, and help one another because they learn in a warm, caring atmosphere.
- Children with special educational needs are well cared. Practitioners are skilled in providing care that meets each child's specific needs to ensure every child makes good progress in respect of their individual starting points.
- Children learn in this nurturing environment. A very welcoming approach makes sure that they settle quickly into the nursery life.
- The management team are committed to the continuous development of the provision and use a system of self-evaluation to secure improvements in all areas. This creates a dedicated, motivated practitioner team, where everyone works together to ensure children benefit from a continually improving provision.

It is not yet outstanding because

- There is scope to strengthen the outdoor provision by providing a stimulating range of resources and experiences which are accessible and open-ended to allow children to further explore, build, move and role-play.
- Practitioners do not always provide parents with enough information to enable them to fully extend and enhance children's learning experiences at home should they wish to do so.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the five main play rooms and outdoor play area.
- The inspector spoke with the provider, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journey records, planning documentation, a selection of policies and practitioners and children's records.
- The inspector conducted a joint observation with the manager.

Inspector

Sue Riley

Full Report

Information about the setting

Homestead Day Nursery was registered in 1998 on the Early Years Register. It is situated in a converted farmhouse in Calverton, Nottinghamshire. The nursery serves the local area and is accessible to all children. The nursery employs 17 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, nine at level 3 and two at level 2. Five staff are unqualified but these mainly help with lunchtime and holiday cover. The nursery also employs three staff for additional duties, such as the cook, cleaner and handyperson.

The nursery opens 7.30am to 6pm Monday to Friday for 51 weeks of the year. Children attend for a variety of sessions. There are currently 81 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- increase and enhance the resources and experiences that are available outside to offer children more choice and to extend further their own development in all seven areas of learning
- develop further the way that parents support their children's learning by suggesting activities that they might like to do at home with their children.

Inspection judgements

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

Practitioners have a good understanding of the Early Years Foundation Stage learning and development requirements. They know that children learn best through play and first-hand experiences. Therefore, they are able to plan stimulating activities that support children's development in all areas of learning. Practitioners are particularly good at observing and recording the children's starting points, this means they are able to plan challenging experiences for them from the onset. They complete regular reviews on all children and share these with parents. They agree next steps in learning together. Children throughout the nursery are making good progress in all areas of learning. All children have a learning journey which contains a variety of observations and photographs

to show children's learning over their time in the nursery. Practitioners also share this with parents to inform them of their child's individual achievements. Children make decisions for themselves and are becoming independent because they can self-select from a range of easily accessible toys and resources. This also means that children have time to become deeply involved in activities which encourages them to persist at their learning.

The indoor environment is stimulating and enables children to follow their own interests. However, the outdoor play area currently does not provide extensive opportunities for children to take part in activities which cover all areas of development in an inspiring environment. This means that some children's learning outdoors is not always maximised to continually allow them play and explore for themselves. Children develop good communication skills and chat happily both to one another and to adults. Practitioners support children well by offering praise and encouragement and they demonstrate a good understanding of children's individual learning needs. Babies are actively involved in their play as they confidently select and explore resources. They are well supported by practitioners and are confident in their daily routines. Children with special educational needs and/or disabilities are very well supported and practitioners work well with outside agencies and other professionals to support all children. Children learn about diverse cultures because they celebrate a variety of different festivals throughout the year.

Every room in the nursery is a hive of activity as children enthusiastically make independent choices within their play. Fun and laughter is an integral part of the day and sounds of happy and contented children fill the building. Practitioners in the baby room are always nearby to offer support and they are competent in the way that they extend activities to enhance learning or leave children to develop their play experiences for themselves. The nursery has implemented the Progress Check at age two successfully and all related documentation is in place. As a result of the effective assessment and recording of children's progress parents receive a clear picture of where their children are in their learning. Parents are kept very well informed about the life of the nursery via newsletters, the noticeboards, parent meetings and through daily chats to practitioners. However, practitioners do not always encourage all parents to be actively involved with their child's learning at home. This means that children's learning is not always fully enhanced and maximised.

Older children demonstrate good levels of concentration within their play. They gain a strong sense of achievement as they set their own goals. They have a wonderful time as they take on the role of a builder and build their own buildings using the wooden bricks. Practitioners supervise this activity very well and offer lots of appropriate support to extend the children's learning. For example, they have pictures of different styles of buildings for children to look at and compare. Practitioners ask questions of the children to make them think about what they are doing and how they can achieve this. Children enjoy the sensory experience of playing with the shaving foam and use large movements as they run their hands along the length of the table to make their own marks in the foam. They handle the wild animals with dexterity as they cover them in the foam and exercise their finger muscles as they enjoy the sensory feeling of the foam. Children are confident to approach the practitioners for their needs to be met. For example, the older children put on their own aprons for play and then ask the practitioners to fasten the aprons up for them. Children enjoy listening to stories and are eager to answer the questions about staff

ask to demonstrate that they understand the story line. The babies cuddle up to the practitioners and have conversations in their own way. The children in the 'Tweenie' room thoroughly enjoy the small group activity of singing. They sit in a small circle and pass a bag around and then eagerly pick an object out of the bag when it is their turn. The children then suggest a song to sing that is related to the chosen object. From this one activity the skilled practitioners ensure that children develop skills in most areas of learning. For example, with the fire engine they talk about fire safety, so children are learning to keep themselves safe.

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

The premises are well maintained and well resourced to provide children with a stimulating environment in which they learn and develop. A well-established and effective key person system operates throughout the nursery. Young children who are a little anxious about separating from their parents are supported well by practitioners who acknowledge their feelings and reassure them. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with regarding their child. As a result, children are soon happy to go off and explore the activities independently. Practitioners find out about children's preferences from their parents before they start. This also helps promote children's sense of security as they make the transition between their home and the setting. Every key person knows their children well and can clearly demonstrate how they help them to move forward and make good progress. Practitioners in the baby room provide young babies with physical interaction and cuddles. This helps them to form emotional bonds and attachments. Children are well supported in their transitions between rooms and parents are fully involved. Practitioners ensure that children are familiar with the room they are moving into. They take them on visits and share progress reports and any individual information needed to help children to settle.

Children's behaviour is good. They know how to move safely through the nursery and start to take responsibility for their own behaviour. For example, the younger children know how to use the stairs safely and hold on to the banister rail as they go up and down. Children play well together and have good behaviour because practitioners have consistent boundaries in place and carefully explain why children need to be kind to each other. Children form very positive relationships with both adults and their peers. They work happily alongside each other as they learn to share. They are polite and use their manners as part of the daily routine. Practitioners role model good social behaviour for children and offer them frequent praise. As a result, children gain a sense of self-esteem because they know that they are appreciated.

Children enjoy spending time outdoors and clearly benefit from being in the fresh air. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as practitioners incorporate gentle reminders of how to use resources safely as they play. Their health is well promoted and there are clear and consistently applied systems in place to protect them from infection. Good systems are in place to inform practitioners of any health or dietary issues the children may have and

thorough records are kept of accidents or any medication administered. Children from an early age understand good hygiene routines and know why they must wash their hands after using the toilet and before eating. The children benefit from the carefully balanced menu offered. Younger children are supported to feed themselves and practitioners sensitively encourage them in this learning experience. Mealtimes for older children are sociable occasions as they sit together in small social groups. They learn how use utensils correctly and wait until everyone has finished before leaving the table. This helps to prepare them for school readiness and promotes independence. Children are well prepared for transitions to the local school, because teachers come to visit them in the nursery.

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

The registered provider and manager are both extremely committed and dedicated to maintaining the highest levels of achievement for the children and their families. Effective management structures are in place and communication with all levels of practitioners is good. Regular reviews of all paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. Children are well safeguarded in the nursery. All practitioners are very aware of their roles and responsibilities in protecting the children in their care. They fully understand the signs and symptoms to be aware of and know when and from who to seek advice. The nursery is safe and secure as there are effective risk assessments in place. Accidents are managed well in the nursery because practitioners have carried out first aid training, they record all accidents and give parents a detailed description of what happened and any treatment administered. Children are well supervised because the manager carefully plans staffing requirements to ensure the correct ratios are maintained. Sound recruitment and vetting procedures ensure that those working with children are suitable to do so. In addition, new practitioners are given a thorough induction before they begin working with the children.

The manager keeps well-organised records and policies and procedures to support the children's safety and welfare and practitioners are supported to implement them consistently. They are also shared with parents to ensure that they are well informed of how the nursery operates. The practitioner team are well qualified and vary in age range to ensure a lovely balance of maturity which children clearly benefit from. The senior management team works alongside practitioners so they effectively role model good practice. They have also implemented and carry out staff observations to enable them to successfully identify any areas of their practice which require improvement. There are good processes for supervision as the senior management team have regular appraisals with all practitioners. They agree together what training they would like to access so there is a good culture of continual professional development. This encourages all staff to reach their full potential and take on additional responsibilities within the nursery to develop their self-esteem.

In order to identify any gaps in children's learning the senior management team regularly check all of the children's learning journeys. This means that they ensure that all records reflect an accurate assessment of children's skills, abilities and progress and can support practitioners to target specific areas of learning if necessary. Practitioners work closely with other professional and agencies who come into the nursery to spend time with children who need extra help or support. The manager and practitioners ensure that the effective partnerships with parents and external agencies helps to secure well-timed interventions to ensure children receive the support they need. All children are included and supported well and the nursery promotes equality and diversity successfully.

Efficient systems are in place for self-evaluation of the nursery to reflect the good practice and prioritise any areas for improvement. Practitioners and parents are involved in the self-evaluation process and ideas for improvement are carefully considered and given priority. The nursery are proactive in implementing the changes necessary to sustain improvement and consistently explore new and innovative ideas. Above all, children thoroughly enjoy the time they spend in this nursery and the skills they learn help them to prepare them for school readiness and lay firm foundations for the future.

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

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	253205
Local authority	Nottinghamshire
Inspection number	937166
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	81
Name of provider	Susan Mary Williams
Date of previous inspection	11/06/2013
Telephone number	0115 965 2540

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Type of provision

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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, which are usually the childminder's 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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