



## New Horizons Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	135327
<b>Inspection date</b>	05 October 2006
<b>Inspector</b>	Philippa Clare Williams
<b>Setting Address</b>	Ground Floor, Walbrook House, Huntingdon Road, London, N9 8LS
<b>Telephone number</b>	020 8351 8280
<b>E-mail</b>	
<b>Registered person</b>	Sharon Reece
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

New Horizons Nursery has been registered since September 1998. It is a privately owned, purpose built nursery situated on the ground floor of a block of flats on a residential estate in Edmonton in the London borough of Enfield. Older children are based in a large playroom and younger children in a two smaller rooms. The nursery has an outside play area.

There are currently 23 children from two to four years on roll, of these 14 receive funding. Children attend for a variety of sessions. The setting currently supports a small number of children with learning difficulties and disabilities, and also a number of children who speak English as an additional language.

The nursery is open between the hours of 8:00 and 18:00, Monday to Friday all year round.

There are seven members of staff work in the Nursery, including the manager who is supernumerary. All staff hold appropriate early years qualifications, four staff are working towards a level three early years qualification. The nursery uses training opportunities provided by the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is maintained because the staff follow appropriate procedures such as excluding children who are ill or infectious. Children are learning the importance of good personal hygiene through routines such as washing their hands and faces and brushing their teeth after eating. There are fully stocked first aid boxes in place and three staff are trained in first aid which enables them to provide appropriate care to children who have an accident or become unwell. However hygiene procedures do not protect children's health as parts of the premises and some toys are not kept clean, toothbrushes are not kept hygienically and nappy changing procedures are poor.

Children benefit from nutritious meals that are cooked on the premises, for example they enjoy pasta, vegetables and yogurt. During the morning and afternoon children are offered fresh fruits and are helped to develop an awareness about healthy eating through discussions. However, children are not offered fresh drinking water regularly during the session, which means they are not kept suitably hydrated to promote their good health. Children's individual dietary needs are noted and provided for, to take into account any special dietary requirements.

Children have regular access to fresh air as they use the outdoor play space most days. For example, children put their coats on and go outside when the weather is cold and windy. Children are able to practise their steering skills as they ride trikes, scooters and push wheeled toys. Children respond and move enthusiastically during music sessions as they dance around the room. There is insufficient opportunity or challenge in activities for children to develop their balance and climbing skills. Children competently develop their small muscle skills as they participate in activities which include fitting interlink cubes, using threading items and using paint brushes.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a well maintained and welcoming environment, where displays of their art work, posters and photographs increases their sense of belonging. Staff carefully check the premises to ensure that there are no hazards for children, as a result they move around safely and freely in the ample space provided under the constant supervision of the staff. There are clear procedures for outings that ensure children's safety. Good security procedures are in place to restrict unauthorised access to the setting, as the Nursery is fitted with a video link/phone entry system. This promotes children's ongoing safety and well-being.

Children are beginning to take responsibility for keeping themselves safe as they are encouraged not to run indoors and pick up things on the floor which may cause them to trip. Regular fire drills help children become familiar with the procedures so they learn how to leave the premises quickly and safely. Children use a good range of interesting resources that are appropriate for their age and stage of development, however younger children are not able to access resources independently, as they are kept out of their reach.

Children are well protected because staff understand their role in child protection. The designated person has attended specific training and all staff are familiar with their own policy and the local guidance. They are confident that appropriate procedures will be followed, if necessary.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

All children are developing good confidence and self-esteem. They are clearly happy and are warmly welcomed by the staff. They are learning to be independent with their own hygiene, for example wiping their nose and pouring out their own cereal and milk. Young children enjoy listening to stories and join in action songs which help their listening and co-ordination. Children under three have their needs met because staff have a sound understanding of the needs of young children and have begun using the Birth to three matters framework to assess their progress. Children have less opportunities to make their own choices as activities for younger children are mostly adult lead, they have fewer opportunities to develop their own play through independently choosing their own resources.

The quality of teaching and learning is satisfactory. Staff generally support children's learning well, and mostly encourage them to think and ask questions. Staff have a satisfactory understanding of the Foundation Stage curriculum and of how children learn, and use this to plan a suitable range of activities that cover all six areas of learning. Staff make assessments of children's progress, however these are not consistently completed and they are not fully effective in identifying next steps for individual children. As a result some activities do not offer sufficient differentiation or suitable challenges to meet the needs of all children.

Children are interested, motivated and friendly. They show a good sense of belonging, as they make their own choice of activities and make their own books about topics. Children's personal independence is well promoted as they help to tidy up, put on their shoes and brush their teeth. Children's behaviour is generally good and they are developing good negotiating skills as they learn to share and take turns, which encourages respect for others.

Children make progress in mathematical development and use numbers when counting. They are learning to use language to describe shape as they draw the shapes of their windows on their space ships. There are insufficient challenges for children to practise calculation and problem solving in their free chosen play and every day routines.

Children are keen to share experiences with staff they communicate confidently and clearly, They talk about during their play experiences, for example, when making junk models, one child enthusiastically shares their discovery when they mix the red, yellow and blue paint it

makes brown. They share ideas in role play situations as they talk about going shopping and their families. Children have good pencil control and they access the mark making area to practise their skills. Children show little interest in books, as the book area is not inviting and staff do not promote their use.

Topics such as 'Seasons' and 'All about me' help to develop children's understanding of time, place, changes and an awareness that they are part of families and the setting. They enjoy learning about the diverse wider world through taking part in celebrations from other countries. For example, activities to acknowledge black history month. Children have good opportunities to use their sensory skills as they explore the feel of shaving foam. Children are able to design and construct using a range of materials, such as boxes and collage resources. Children have few opportunities to use information communication technology.

Children enjoy role play and use their imagination well to make up games, for example, pretending to go shopping and make tea. Children enjoy singing familiar songs and join in enthusiastically to "Happy and You know it". Children are becoming confident when recognising their colours. They enjoy painting and mixing colours together, observing the results and making their own junk model space ships.

### **Helping children make a positive contribution**

The provision is good.

All children are valued, included fully in the life of the setting and treated equally and fairly, including children with learning difficulties and disabilities. The children behave generally well and display a positive approach to learning as they take turns and play harmoniously together, for example one child spontaneously took turns with his car. Staff praise and encourage children's efforts and achievements which helps to develop children's confidence and self esteem. Staff use effective strategies to manage children's behaviour, for example, they follow clear ground rules and are learning to talk about how they feel. Staff have high expectations for behaviour such as showing respect for each other and good manners.

Children learn about other cultures through activities, books and visitors, for example a parent visited to show the children some African musical instruments.

The provision fosters children's spiritual, moral, social and cultural development.

Children benefit from the good relationships between the staff and their parents, who discuss children's progress on a daily basis and this ensures children's individual needs continue to be met. Parent feedback about the nursery is positive, they have good opportunities to present their views through the use of a suggestion box and they find staff approachable and friendly. All policies and procedures are in place to share with parents and carers and they receive good information, such as newsletters, which keeps them informed about the setting and activities.

The partnership with parents of children who receive nursery education is good. Parents receive information about the Foundation Stage through policies and the prospectus. They complete a pre child care information sheet on their children's development and needs, this helps staff to build on what children already know. They receive regular reports of their children's progress

and have opportunities to contribute to their child's assessments which ensures they stay involved in their child's learning.

## **Organisation**

The organisation is satisfactory.

Children are cared for in a well organised environment. Staff know their roles and responsibilities and implement routines which give children a satisfactory range of experiences and a sense of security. All mandatory records and policies are in place and well maintained, this guarantees the safe and effective management of the setting in order to promote children's welfare, however not all records are stored confidentially. Recruitment and induction procedures ensure children benefit from being cared for by staff who are vetted. Children benefit from the staff's knowledge and understanding of how children learn and their ongoing commitment to further training to update their knowledge and practice. For example, two staff have booked on the Birth to three matters course and four staff are now working towards a level three qualification in child care.

They are aware of the latest revisions relating to complaints and have procedures in place to appropriately log, investigate and respond to complaints. Space is used effectively allowing the older children to move around the room choosing activities, however younger children are not given this opportunity.

The quality of leadership and management of the nursery education is satisfactory. The manager is committed to improvement to ensure that all children have access to good quality learning experiences and has begun to identify areas for improvement. The manager of the setting demonstrates a clear sense of purpose, is a positive role model for staff and provides good levels of support. Staffing levels are organised to ensure that they are within the required levels at all times and that the children have a satisfactory level of attention and support. However, systems to monitor and evaluate the provision for nursery education do not ensure they are effectively assessed which impacts on the quality of teaching.

The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the previous Inspection the Nursery were required to make improvements in the methods they use to manage children's behaviour, staff now ensure they acknowledge positive behaviour, and use this in practise as an example with the children. They were required to make drinking water more accessible, although a drinking fountain is available in the toilets and the Manager stated the children did have their own bottles of water this practice has now ceased, this has therefore been highlighted as an area of improvement. They were also required to organise space and resources more effectively, the nursery have now moved the older children into the larger hall, which has created more space and access to resources for older children, however improvements are still required for the younger children as they are unable to have free access to resources. They were required to improve the interaction between staff and children so staff listen and respond to children more sensitively, give more explanations of what is happening and interrupt their play less. Routines ensure children are able to play without interruptions

and staff do listen and respond to children well. The nursery were required to organise the structure of the day so there is a balance of active and seated activities, and adult and free play. This has been achieved well for the older children, however younger children are given too many adult lead activities. They were required to prevent unchecked staff being with children unsupervised. Good vetting procedures ensure staff are checked before working with children.

At the previous inspection for Nursery Education the nursery were required to provide staff with a strong lead and a model for good practice, the Manager has made many improvements since her appointment, she is a good role model for staff and she ensures staff see her on a regular basis. Staff meet monthly and she provides regular appraisals which identifies training needs. She has made improvements in evaluations of activities, however systems to evaluate the provision for nursery education does not ensure they are effectively assessed which impacts on the quality of teaching. They were required to provide more opportunities for children to develop their physical skills. Children now access physical play on a daily basis, they are provided with a range of tools to develop fine motor skills, however opportunities to challenge children in for example climbing and balancing are still required. Finally, they were required to provide older children with access to a wider range of art and imaginative play resources. Children now have regular free access to imaginative role play and access to a creative area with a range of different resources to choose from and use.

### **Complaints since the last inspection**

Since the last Inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve hygiene procedures for nappy changing, cleaning equipment and premises and the storage of toothbrushes, and ensure fresh drinking water is available to children at all times

- provide more opportunities for 2 year olds to make their own independent choice of resources and engage in child lead play
- make sure information is recorded in a way that protects its confidentiality

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further improve systems for curriculum planning and evaluation, ensuring that children's individual assessments and targets are used to inform future planning to support effectively the learning needs of each child (also applies to care)
- improve the opportunities for children to practise calculating and problem solving as part of everyday activities and routines, to use books independently, to use information technology, and to use large equipment for climbing and balancing

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)