

# Horizons Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY276552
<b>Inspection date</b>	31 October 2007
<b>Inspector</b>	Angela Ramsey
<b>Setting Address</b>	18 Kempshott Road, London, SW16 5LQ
<b>Telephone number</b>	0208 764 7372
<b>E-mail</b>	
<b>Registered person</b>	Horizons Day Nursery & Pre School
<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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Horizons Day Nursery in Streatham is one of two nurseries run by Horizon's Day Nursery and Pre-school limited. It opened in 2004 and operates from a two storey purpose built premises. It is situated on a residential road close to Streatham Common train station in the London Borough of Lambeth. The nursery is open each weekday from 08.00 to 18.00 all year round, except for bank holidays, and a short break at Easter, Christmas and in August. All children have access to a secure enclosed outdoor play area.

The nursery is registered to provide care for a maximum of 40 children. Currently there are 28 children aged under five years on roll. Of these, three children receive funding for nursery education. The nursery employs 10 members of staff all of whom hold an early years qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Staff are active in promoting good hygiene practices and healthy living. This is due to the excellent well established every day routines. For example, children learn to wash their hands after using the bathroom, engaging in messy play and before eating their meals and snacks. They are also taught the importance of dental hygiene as they clean their teeth after their lunch. Children who wear nappies are changed by staff who wear disposable aprons and gloves, and who clean the changing mat after each nappy change. Soiled nappies are disposed of in a hygienic manner and collected by a company on a regular basis. The strict no shoe policy in the baby room in conjunction with the regular deep cleaning of carpeted areas means children's health is promoted. The settings well written sick child policy is effective in informing parents of the importance that children who are ill or infectious need to be excluded from setting until they are well.

In the kitchen health and hygiene are also of paramount importance. Cloths and chopping boards are colour coded to prevent cross contamination. Temperatures are taken and recorded for the refrigerator and freezer to ensure they are working correctly. Homemade varied and nutritious meals and snacks are prepared on the premises in accordance with parent's wishes. This ensures children are well nourished. Children can access drinks whenever they need to, which helps them recognise and respond to their body's needs as well as fostering their independence. Children also participate in growing vegetables such as onions, potatoes and watercress.

Members of the staff team hold current first aid certificates. Records such as accident and medication documents are consistently well maintained. Parents give prior written consent to seek emergency medical advice or treatment. This means that staff can give appropriate care should an accident occur.

Children benefit from regular visits and by playing in the well resourced outdoor play area. This contributes to their good health. They have daily opportunities to play outside where they can ride or push wheeled toys such as tricycles and pushchairs. This helps them to negotiate corners and develop their spatial awareness. Children also gain confidence, develop their co-ordination, balance and physical skills as they climb on the climbing frame.

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

The provision is outstanding.

Children are cared for in a clean and well maintained environment, the premises has copious amounts of natural light. Play areas are well organised which means the children can move around safely to independently access available resources. For example, the area used by the babies has soft matting on the floors. The children's play resources are age appropriate and in good condition, so that the children can play safely.

Risk assessments are completed for both indoors and out on a daily basis and the information recorded, which means the children can play, learn and explore safely. Measures have been put in place to help prevent accidents. For example, electrical sockets are fitted with covers, stair gates have been fitted and heaters are guarded.

Fire prevention is excellent and regular fire drills help the children become familiar with the procedures, so they learn how to leave the premises quickly and safely. Positive steps have been taken to promote the security of the children. For example, exit doors are kept shut, visitors are signed in and there are good systems in place for the safe arrival and departure of the children.

Staff have an excellent understanding of child protection issues. They have attended training and all relevant reference materials are readily available. Children's safety is preserved through the outstanding collection arrangements and comprehensive policies, which are very clear and rigidly followed.

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

The provision is outstanding.

Extensive planning is in place following the Birth to three matters framework. Toys are arranged around the room which encourages children to crawl and walk. They can also explore and experiment through a range of well-planned activities that are appropriate for their stage of development. For example, children enjoy pressing the buttons on the activity centres and hearing the different sounds. This encourages hand-eye co-ordination and sound recognition. Treasure baskets with household items such as wooden spoons are fun for children to explore. Children also enjoy experimenting with water and sand. Corn flour mixed with water is another favourite children enjoy, picking up this mixture and watch as the mixture changes from a solid to liquid.

When playing outdoors younger children are encouraged to mount the steps of the climbing frame and to slide down, they also enjoy riding sit and ride toys. This assists young children in developing their independence, acquiring control over their bodies and new physical skills.

### **Nursery Education**

The quality of teaching and learning is outstanding. Children are making excellent progress towards the early learning goals with the support of the staff, who have a good understanding of the Foundation Stage. The children are eager to learn and quickly settle, to become involved in activities.

The staff team meet on a regular basis to discuss and plan the activities to be offered. Detailed plans cover the areas of learning and demonstrate staff's understanding of curriculum guidance. Staff record activities under each area of learning, ensuring all aspects are covered to promote the children's learning.

Staff have implemented an effective system to track the children's progress through observation. The children's achievements are recorded under each area of learning and the next steps are planned for. This ensures that children are sufficiently challenged and their individual needs for learning met.

All children show high levels of independence. They have regular opportunities to practise pouring skills, which enables them to skilfully pour their own drinks at snack times and serve their meals at lunch time. Children are keen to communicate through speech. They initiate interesting and humorous conversations with staff, visitors and their peers. They ask questions, are curious and inquisitive. They recall important events and talk about children who have recently left the nursery to attend 'big school'. They share stories with each other about their

families, whilst participating in activities and at group times. At group times the children are encouraged to wait their turn and listen to each other. The children are polite and behave well, because of the good example set by the staff.

Children's understanding of space and shape is developing well. They are able to recognise shapes and use appropriate mathematical language in their play. For example, number songs are sung such as 'Five little men in a flying saucer' and 'Ten green bottles, to introduce early calculation. Children can count confidently up to 10 and beyond. They are encouraged to practise their counting in the day to day routine. For example, when getting ready for lunch children help to set the table, they count how many chairs, plates, forks and spoons are needed.

They are also provided with opportunities to be introduced to technology. They have access to a computer and competently navigate around the screen. Items such as calculators and programmable toys help children to know about the uses of everyday technology.

Labelled resources encourage children's recognition of letters and understanding of the written word. Children can independently write their names and recognise phonetic sounds, enabling them to begin to form short words in their writing.

Worthwhile activities are provided which enable children to practise and consolidate their manipulative skills. They handle tools such as scissors, pencils, paint brushes, rolling pins and cutters with increasing control when playing with play dough, painting and being creative. Children's creativity is enhanced as they are able to access a selection of craft materials. This enables children to develop their design making skills and be creative. Children enjoy opportunities to express their imagination through role-play. When playing outdoors children pack their back packs with pretend fruit and imagine going on a picnic.

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

The provision is outstanding.

The setting has a 'homely' feel, where the children are comfortable with each other and have formed good relationships with their peers and members of the staff team. All children are positively welcomed and their individual needs catered for. Children's emotional wellbeing is nurtured due to the way in which staff are able to interact in a gentle, supportive manner and the children go to them for cuddles and reassurance. Staff members know the children well and thus build trusting relationships with them.

Children benefit from activities and resources which help them to value diversity. They learn about themselves, each other and the world around them as they are able to access a wealth of resources which reflect diversity and acknowledge cultural differences. For example, resources such as books, puzzles, small world figures, dolls and dressing up clothes, reflect positive images of all aspects of society. The children have recently celebrated Black History Month. Part of the celebration included the tasting of different fruits such as mango and papaya. Children also made fried dumpling and enjoyed eating plantain. A comprehensive special needs policy has been devised. Although no children with specific needs/disabilities are currently attending. Systems are in place to support children and their families.

Lunch time is a very sociable occasion. Younger children are seated in their high chairs, as they are fed staff maintain eye contact and talks to the child. Older children are encouraged to help set the table and serve themselves, this fosters children's independence. Staff also teach the

children the importance of good manners, for example children say please and thank you at the appropriate times.

Children's social, moral, spiritual and cultural development is fostered. Children's individual needs are well documented and staff meet these well. Children are encouraged to be kind and considerate to each other and consider each other's feelings. Children's behaviour is good, they share and take turns, and staff commend children for their achievements.

The partnership with parents of the children who receive nursery education is outstanding. The parents are encouraged to be involved in topic work and to share their own experiences and skills with the children. Parents are also provided with a wealth of information regarding the Foundation Stage.

## **Organisation**

The organisation is outstanding.

Children feel at home and at ease within the setting. They enjoy their time at the nursery and confidently initiate their own play. Space both indoor and outdoor is superbly organised to offer, challenging and fun opportunities for children. The procedures for the recruitment of staff ensure that all staff have been vetted. They also complete an induction and a probationary period. Management appreciate their staff and this ensures staff feel valued. All staff have an early years qualification, have attended food hygiene and first aid courses. They work well as a staff team, show commitment and are keen to update their qualifications and attend courses.

Leadership and management of the nursery education is outstanding. Staff have attended training and are therefore knowledgeable about the Foundation Stage of learning and use observation and assessments to evaluate how children are progressing towards the early learning goals. This information is then used to plan for children's next steps. Staff meetings are held regularly and there are systems in place to monitor staff practice such as appraisals. Staff also evaluate the quality of the provision and continually strive for excellence.

Partnership with parents is outstanding. Effective and consistent communication systems between the parents and staff are in place, such as daily feedback. Parents of the children aged under three years receive a daily report which states children's food and drink intakes, how long they have slept and nappy changes. Regular newsletters keep all parents informed of the activities that have been prepared and enjoyed by their children. Parent meetings, parent questionnaires, suggestion box, developmental progress reports and an open door policy ensure that relationships between the parents and staff are positive. This relationship is crucial to children's wellbeing.

The devising of first-rate policies and procedures ensures that all parents are informed about the setting. All mandatory documents are available and are stored confidentially. The group's certificate of registration is displayed as well as a current public liability insurance certificate.

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

## **Improvements since the last inspection**

At the last inspection the provider was asked to: ensure suitable storage of buggies/prams to minimise potential hazards to children; ensure that the child protection procedure contains details of the regulator in the section which details the procedure to be followed if an allegation

were to be made against a member of staff and ensure that the parents complaints procedure contains details of the regulator.

These recommendations have been met well and the safety and wellbeing of children has improved as a result. Buggies and prams are safely stored in an out building in the outdoor play area. Both the child protection and complaints procedures contain contact details of the regulator.

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

Since the last inspection 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 complaints 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

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

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

No recommendations for improvement are made because the quality and standards of care are outstanding.

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

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)