

New Horizons Nursery

Inspection report for early years provision

Unique reference number

135327

Inspection date

08/02/2010

Inspector

Jill Nugent

Setting address

Ground Floor, Walbrook House, Huntingdon Road, London,
N9 8LS

Telephone number

020 8351 8280

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

New Horizons Nursery registered in 1998. It operates from a one-storey building on the ground floor of a block of flats in Edmonton in the London borough of Enfield. Access to the premises is at ground level directly from the car park. Children have the use of four play rooms and share access to an outdoor play area. The nursery is open every weekday from 7.00am until 7.00pm all year round.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 39 children in the early years age group may attend the provision at any one time. Currently there are 26 children in the early years age group on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. A total of 17 staff are employed to work with the children. All members of staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is well managed and its systems and procedures are effective in promoting children's welfare and learning. It offers a welcoming and inclusive environment in which children enjoy their play. There is a good partnership with parents and this contributes to individual children receiving care appropriate to their needs. The manager is proactive in driving improvement, ensuring that there is an ongoing programme of staff training to continually improve the outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that hazards to children when playing outdoors are kept to a minimum, this refers to discarded items by the outdoor play area (Suitable premises, environment and equipment).
- 01/03/2010

To further improve the early years provision the registered person should:

- extend the use of self-evaluation to encourage a culture of reflective practice and prioritise areas for further improvement
- review the daily routines to ensure that staff use their time effectively in order to meet all children's individual needs
- review the use of space and resources in order to offer children a more enabling environment with a variety of choice both indoors and outdoors.

The effectiveness of leadership and management of the early years provision

The documentation is very well organised and provides a good framework for children's care and education. There are sound procedures in place to ensure that children are safeguarded at all times. The safeguarding policy has recently been updated and staff are aware of the set procedures relating to child protection. Staff take care to implement all health and safety procedures appropriately. Regular risk assessments are conducted in order to identify and minimise risks to children both on the premises and on regular outings, such as walks to the soft play facility and nearby park. These are supported by daily safety checks. However, at the time of inspection, discarded objects and rubbish were accessible to children outdoors, posing a potential risk to children when playing outdoors.

The manager is committed to ensuring the continuity of good quality care for children and regularly monitors staff's practice. Recently she has been working towards improving teamwork and has set relevant targets for future developments, for example, reviewing how staff implement the daily routines. Staff are encouraged to attend training in order to improve their knowledge and understanding of childcare. Since the previous inspection members of staff have attended training courses related to the Early Years Foundation Stage as well as updating their first aid qualifications. The manager has introduced a system of self-evaluation to encourage staff to reflect on their practice although this is not yet fully established so that staff can reflect on all aspects of their provision.

Good ratios of adults to children are maintained throughout the nursery and staff organise a mix of adult-led and free-choice activities. They help children to feel valued and included, offering extra attention to individual children if necessary. Children benefit from the social aspect of snack and mealtimes when they sit together in small groups. Young children have access to an extra play area for creative activities although this is on a restricted basis and therefore impacts on the choices available at any one time. There is a good range of resources and equipment, all of which are suitable for children of different ages. However, staff do not use the available resources effectively to offer children a wide variety of easily accessible play activities.

Staff liaise closely with parents and carers regarding children's care whilst at nursery. Parents receive clear and detailed information about the setting, including its policies and procedures and educational provision. Staff request information about the care and learning needs of individual children when they start at nursery. Parents receive daily feedback from staff and also regular progress reports. They are welcome to talk with key workers at any time in order to exchange information about their children's progress. The nursery works closely with outside agencies and other professionals in order to offer extra support for children with special educational needs.

The quality and standards of the early years provision and outcomes for children

Children become happily involved in their play and especially enjoy the opportunities to explore different materials, such as coloured rice, shaving foam or pasta. They are encouraged to express their own ideas creatively using paints and glue and have fun joining in role play, for example, organising a picnic. Staff make good use of small group times to extend children's skills, particularly in the key areas of literacy and numeracy. There is a comprehensive system of observational assessment in place. Staff collate their observations of children's learning to create attractive learning journeys for individual children. Through the use of focused activity plans they enable children to move on in their learning, for example, they extend children's communication and manipulative skills, help them to use their senses in different ways or develop their awareness of 2-dimensional and 3-dimensional shapes.

Children are generally well settled at nursery and develop close relationships with members of staff. They show an interest in the adult-led activities and like to follow up their own interests in freely-chosen play activities. Staff use themes to help them plan, and provide, a variety of learning experiences for children. They join in with children's play, engaging children in conversation to enhance their play. However, the choice of activities available to children is quite limited and leads to children, at times, lacking stimulation and becoming bored. Children are often expected to wait for staff, for example, in order to participate in an activity or have their nappies changed after meals. As a result children tend to become a little frustrated and restless. All children benefit from opportunities to join in physical activities indoors, for instance, soft play or ring games, when they have fun being active in a safe environment.

Staff are attentive to children's well-being and supervise them closely. They use safety gates effectively to restrict children's movement around the nursery and to help children feel safe. Older children approach staff with confidence whilst younger children enjoy cuddles now and again, promoting a feeling of security so that they develop a sense of belonging. Children are encouraged to adopt hygienic practices through having good access to tissues and handwashing facilities. They are offered nutritious and healthy meals and enjoy fresh fruit at snack times. Staff encourage children to be independent at meal times, learning to peel fruit and feed themselves. Children enjoy fresh air and exercise in the outdoor play area although this area is not used effectively to provide a variety of play activities for all children. Staff provide children with opportunities to rest and relax during the day according to their individual needs and routines.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----