



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 129012

DfES Number: 531626

### INSPECTION DETAILS

Inspection Date 24/05/2004  
Inspector Name Christine Jacqueline Davies

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Horizons Day Nursery & Pre-school  
Setting Address 165 Hither Green Lane  
Lewisham  
London  
SE13 6QF

### REGISTERED PROVIDER DETAILS

Name Horizons Day Nursery & Pre-school Limited 04135394

### ORGANISATION DETAILS

Name Horizons Day Nursery & Pre-school Limited  
Address 165 Hither Green Lane  
London  
SE13 6QF

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Horizons Day Nursery & Pre-school was opened in September 2000 and is privately owned by Mr and Mrs Hosein who are qualified teachers. Mrs Hosein manages the nursery. The nursery is accommodated in a converted house located in a residential road and occupies the entire premises. The baby unit was opened in August 2001.

The nursery serves a large multi-racial community and operates Monday to Friday 08.00 to 18.00 all year round, except for bank holidays and a Christmas break. The centre is registered to provide care for a maximum of Registered for a maximum of 35 children of these no more than 15 children can be under 2 years. There are seven funded three-year-olds and six funded four-year-olds. Currently none of the children funded children have been identified with special educational needs or have English as an additional language.

Over half the staff have early years qualifications to NVQ level 2 or 3. The nursery receives support from the Lewisham Early Years Development and Childcare Partnership (EYDCP) and Lewisham Early Years Advice and Resource Network (LEARN). The nursery is working towards achieving the Sheffield Quality Kite mark.

### How good is the Day Care?

Horizons Day Nursery and Pre school provides satisfactory care for children. The children have access to a wide range of toys and equipment which are used to provide a balanced range of activities. Toys and equipment are easily accessible to the children and promote equality of opportunity. The nursery has introduced the Birth to three matters framework which generally works well, however some staff working particularly with the under twos need to be more aware of the individual needs of this age group in order for this framework to be implemented effectively. Staff have developed positive relationships with the children and are well deployed to encourage children to participate in activities. Staff generally manage children's behaviour well but some staff do not consistently apply positive behaviour strategies.

The nursery is working towards achieving the Sheffield Quality assurance kite mark

and staff have access to regular training courses, however staff's knowledge of child protection issues needs to be updated.

The premises are generally safe and effective systems are in place for the safe arrival and collection of children. Staff demonstrated an awareness of health and safety requirements both inside and outside the premises and conduct risk assessments on a regular basis. Staff are active in promoting good health and hygiene throughout the nursery and encourage children to adopt this through the daily routine. However advice needs to be sought from the Environmental Health Officer regarding the general disposal of nappies.

Policies and procedures are in place and are available to parents. Parents are kept informed about the nursery and are encouraged to be involved . They receive information about their children's development, and can meet with staff on both an informal and formal basis.

#### **What has improved since the last inspection?**

N/A

#### **What is being done well?**

- Comprehensive written information about the service is available to parents.
- There are a good range of toys, equipment and materials for the children, which are age and developmentally appropriate.
- Resources are organised and there is a clear daily routine that allows children access to free play and planned activities.
- The children are confident and can concentrate in small led groups.
- Records relating to day care activities are all in place.

#### **What needs to be improved?**

- The general disposal of nappies so that it meets environmental health regulations.
- The staff's knowledge of how to meet the individual needs of the children aged 0-2 years.
- The staff 's knowledge of managing children's behaviour, taking into account their age and stage of development.
- The staff's knowledge and understanding of child protection issues.

#### **Outcome of the inspection**

Satisfactory

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	ensure that all staff consistently meet the individual needs of the children and promote their welfare.
4	ensure that the general disposal of nappies complies with, Environmental Health requirements.
11	develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development
13	develop (staff's) knowledge and understanding of child protection issues

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Horizons Day Nursery & Preschool provides good quality nursery education with a number of very good aspects. The children take pleasure in learning and the effective teaching helps children make generally good progress towards the early learning goals.

The teaching is generally good and the staff display clear knowledge of the foundation stage, early learning goals and how children learn. The staff use their knowledge to plan and provide a diverse curriculum that includes a generally good range of challenging and interesting practical activities and experiences. Opportunities are available for children to develop their personal independence. However, make limited use of lunchtime to help children improve their independence and sense of responsibility. Although there are currently no children with special educational needs attending the nursery, there is suitable system in place to provide support. The system is built around working with parents and outside agencies. There are no funded children currently attending with English as an additional language. However, there is an approach in place to provide support. The assessment of children's learning is generally good and includes the use of spontaneous observation records.

Leadership and management are generally good and there is clear leadership and a good management system in place. There is a strong commitment to ongoing staff development and improving the nursery education. The partnership with parents and carers is very good. They are provided with a wide range of information about the nursery and activities provided for children.

### What is being done well?

- The overall planning and activities available provide a stimulating range of interesting learning opportunities for funded three and four-year-old children.
- The children learn to listen to others and speak clearly. They are provided with varied opportunities to develop their writing skills.
- Children are developing very good mathematical skills which is promoted through the use of varied practical and meaningful activities.
- Children's learning in the area of knowledge and understanding of the world is well planned and includes allowing children to grow and care for plants, design and make items, use technology including computers and learn about cultures and beliefs of people.
- The opportunities for creative development provide a broad range of activities to enhance children's imaginative skills.
- Parents are given varied information about the service and receive written and verbal information about their children's progress.

**What needs to be improved?**

- Opportunities for children to develop their independence and sense of responsibility during lunchtime.

**What has improved since the last inspection?**

The setting has made very good improvement, since the last inspection to give four-year-old children greater experience of simple addition and subtraction, through the use of practical materials. Practical counting games have been made to improve children's understanding of basic addition and subtraction. The use of practical materials has also been incorporated in planned adult directed activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in personal, social and emotional development. They are confident express their needs and ideas, are keen to try new ideas and relate well to each other and adults. They are provided with opportunities to develop their independence. However, there are insufficient opportunities for children to develop their independence and sense of responsibility during lunchtime.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in communication language and literacy. They communicate well and engage easily in conversations with each other and adults. They learn that print carries meaning and know how to handle books. They develop their reading skills well due to access to books and familiar words around the room. Children's written skills are developing well and they practise writing spontaneously.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. Their counting skills are developing well and learn the basic principles of addition and subtraction through practical activities. They learn to recognise numerals, use numbers in practical activities and show an understanding of mathematical language for example to compare size and quantity.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. They have a selection of opportunities to discover and learn about technology, cultures, the natural world and characteristics of their environment. The children are taken on outings to a range of places such as parks, shops, local market and library. They learn about time through a variety of means including discussion about events in their lives.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They move confidently and show skilful balance, spatial awareness and coordination that is promoted through access to a varied range of activities and equipment. They show confident and increasing control and skilful use of hand tools, objects, construction equipment and materials.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children's progress in creative development is very good. They show free imaginative expression, which is promoted through a diverse range of interesting planned activities such as: clay modelling, painting, drawing, musical instruments, singing, role-play, stories and so on.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Extend opportunities for children to develop their independence and sense of responsibility during lunchtime.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*