

Horizons Day Nursery

Inspection report for early years provision

Unique reference number EY276552
Inspection date 22/09/2011
Inspector Angela Ramsey

Setting address 18 Kempshott Road, London, SW16 5LQ

Telephone number 0208 764 7372

Email

Type of setting Childcare - Non-Domestic

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 assesses 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.

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

© Crown copyright 2011

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

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 8am to 6pm all year round, except for bank holidays, and a short break at Easter, in August and at Christmas. All children have access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register, compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It is registered to provide care for a maximum of 40 children aged under eight years, at any one time and they may all be in the early years age group. Currently there are 32 children in the early years age group on roll. The nursery employs 10 members of staff, all of whom hold a relevant early year's qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The highly skilled, enthusiastic and motivated staff team is effective in meeting the needs of each child. They provide a very welcoming, vibrant and secure environment for children. The quality of the resources and equipment is excellent and successfully builds on children's natural curiosity as learners and encourages some good sensory exploration. As a result children develop and learn in a variety of ways. Meticulous self-evaluation by the staff team ensures that any priorities for future development are promptly identified and acted upon. This results in a service that is responsive to the needs of all its users.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the sensory area further to enrich children's experiences.

The effectiveness of leadership and management of the early years provision

The exceptionally strong leadership and management along with the dedicated, highly motivated and friendly staff team ensure the welfare, learning and development of the children are promoted impressively. Staff have a good understanding of how to protect children, and recognise that this is their first priority. They are vigilant in their supervision of the children and are fully aware of the signs and symptoms of possible abuse and know the appropriate procedures to

follow should they have concerns about a child. There is a clear safeguarding statement and a named person responsible for ensuring that safeguarding concerns are dealt with promptly, appropriately and sensitively. Members of the staff team update their knowledge and skills through regular training.

Robust systems are in place for the recruitment and vetting of staff. Comprehensive policies and procedures are in place and highly effectively implemented. Documentation is detailed and well maintained. Thorough risk assessments are conducted and ensure that staff take prompt action to minimise identified risks within the nursery, outdoor play area and on outings.

Superb partnerships with parents ensure their views and opinions are taken into consideration. Parents are fully involved in their children's learning. Staff communicate with parents via home school diaries where staff communicate the events of the day. Electronic mail, regular newsletters and parents evenings are also arranged, where parents are provided with verbal and written reports which detail children's achievements. The manager has made displays which make parents aware of the framework for the Early Years Foundation Stage. The manager has also organised workshops for parents that will offer information and support for extending learning in the home.

Inclusive practice is promoted highly successfully ensuring that all children have their welfare needs met and achieve highly. Children's progress is monitored through observations which take full consideration of children's interests and their individual development. Effective links with parents and agencies or services such as speech and language therapists ensure children receive the support needed. The staff team effectively and actively promotes equality and diversity and staff have an exceptional knowledge of each child's individual needs. Children are extremely well integrated and all children are provided with opportunities to enhance their development. Children are able to learn about different faiths and cultures through being able to listen to stories, music and celebrating different festivals.

The management, staff team and parents have exceptionally high aspirations for the setting and continual improvement is viewed as a priority. Successful systems are in place to monitor and evaluate the provision such as regular staff meetings and the views, ideas and suggestions are also embraced from parents.

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

Children thrive and make outstanding progress as a result of the care taken to provide for all of their interests and abilities. Children are provided with an excellent balance of experiences and learning opportunities to support children's learning through play. Resources are deployed in such a way that children are able to self select the toys and play materials that interest them. The comprehensive system of observation, assessment and planning enables each individual child to

engage in a well planned curriculum based on their own development needs. Children's progress and achievements are monitored carefully through regular observations where the information is recorded to mark their ongoing progress. Identified areas of development are promptly captured as planning is completed on a weekly basis and children's next steps in learning planned for.

Staff in each of the group rooms provide excellent care and have formed very strong relationships which gives children a sense of security. Babies and toddlers readily approach staff for reassurance, support and cuddles. Staff work highly successfully with parents to find out about children's individual routines which are respected to help them to settle and gives them a strong sense of belonging.

Younger children become competent learners as they explore many resources through their senses. For example, babies and toddlers love to investigate cause and effect toys. They push buttons, open and close flaps and talk on toy telephones. Staff have taken some steps to extend the toddlers' sensory experiences by gathering together household items such as wooden spoons and small containers into treasure baskets for children to discover. Children also enjoy exploring different textures of soft toys and toys made of natural materials such as wood. Toddlers are able to problem solve as they build, using construction bricks, working out how to fit these together. Painting activities enable children to be creative and experiment with different colours. Children's communication, language and literacy skills are extremely well supported throughout the setting. All children from the babies to pre-school children are encouraged to develop an interest in books. Children can easily select books to look at them independently.

Staff teach children the importance of good hygiene. Children wash their hands before eating their meals and after lunch the children brush their teeth. Through discussions and activities children learn the benefits of a healthy diet and exercise. Children's physical development is actively encouraged as children learn to move around the environment. Children gain confidence in walking and moving on a range of different surfaces in the inspiring outdoor play area. Soft safety surface, realistic artificial grass and bark have been fitted and the outdoor play area has different zones offering exciting play and learning opportunities. Children are able to climb, ride tricycles and explore the natural area where they can dig in the soil, plant vegetables, fruit and herbs. Children are also able to experience the feel and smell of leaves and logs. There is also a quiet area where children can engage in role play. In the block area, plastic containers, wooden planks, crates and card board boxes are easily accessible for children to construct obstacle courses for them to travel around, under, over and through, therefore enabling children to take safe risks. Spontaneous activities were also observed during this inspection. During an outdoor story session a child notices a large spider in a web. A member of staff carefully catches the spider puts it into a container so the children can have a close look at the spider which inspires an interesting discussion enhancing children's knowledge and understanding of the world.

Meals are freshly prepared on the premises by the cook who has successfully completed a food hygiene course and a chef diploma. Meals and snacks are nutritionally well balanced and children's specific dietary needs are catered for. Children behave exceptionally well and their achievements are highly praised.

Children proudly receive stickers for their good behaviour or for helping to tidy up. Inclusive practice is promoted impressively, ensuring that all children have their welfare needs met well and make outstanding achievements in their learning, gaining skills for the future. The highly effective links with parents/carers and external agencies or services, such as, speech and language therapists ensure children receive the support they need.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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