

Horizons Day Nursery & Pre-school

Inspection report for early years provision

Unique reference number 129012
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Inspector Linda du Preez

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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Horizons Day Nursery and Pre-school is one of two settings privately owned and managed by Horizons Day Nursery and Pre-school Limited. It opened in 2000 and operates from a converted house in the London Borough of Lewisham. Children have access to three play rooms and an enclosed outdoor play area. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for a total of 35 children. There are currently 35 children on roll. Sessions are from 8am to 6pm. It is open each weekday for 49 weeks of the year.

The nursery supports children with special education needs and/or disabilities and children who are learning English as a second language. It is funded to provide free early education to children aged two, three and four years.

The nursery employs 12 members of staff. All staff hold appropriate early years qualifications. One is a qualified teacher and two have Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make exceptional progress in their learning and development in this welcoming and exciting nursery. Overall, staff are committed to meeting children's learning needs and children learn from an unlimited variety of enriching play experiences. Staff fully value parents who are actively involved in the life of the nursery as their views are included in future plans. Excellent partnerships with outside professionals benefit all children, helping to meet their needs exceedingly well. The nursery is remarkably reflective, incorporating information and suggestions from staff, children and parents in detailed self-evaluation. This helps to ensure an excellent capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- enhancing children's health and bodily awareness by helping them to understand further how good hygiene practices can contribute to good health.

The effectiveness of leadership and management of the early years provision

Children are safeguarded extremely well. Management implement robust systems to check the continued suitability of staff. Staff's safeguarding knowledge is exceptionally good as they are fully up-to-date with current child protection procedures and training. Therefore, they are extremely clear of their roles and responsibilities in effectively protecting children. They carry out very detailed risk assessments to check that children have a safe and secure environment in which to play.

The provider is exceptionally committed to maintaining excellent standards and actively seeks the views of all people involved in the nursery. Highly comprehensive evaluation of practice positively affects the day to day operations of the nursery. For example, outdoor provision has been developed in response to knowledge gained by staff during Forest School training. Consequently, children have access to an enriching outdoor area in which they enjoy motivational learning experiences. The high aspirations of the provider in supporting staff training and qualifications, also contributes to their outstanding capacity to make improvements and provide an exceptionally high quality provision.

Children access an abundance of stimulating resources both indoors and out, which promote all areas of development extremely well. For example, they enjoy learning about the natural world and growing plants, fruit and vegetables. The nursery has worked hard to make the most of all available space so that each room has enticing areas for the children to learn through play. Staff are highly skilled at captivating children's interests. They offer an excellent balance of adult-led and child initiated play.

Staff promote equality and diversity extremely well by displaying positive images of people from different backgrounds and celebrating cultural festivals in innovative ways. For example, they introduce children to different cultures through celebrations such as Diwali, Chinese New Year and Black History Month. This successfully helps the children to understand tolerance, respect and to gain an excellent appreciation for diversity. Staff have excellent knowledge of all children's backgrounds, which enables them to meet their individual needs extremely well. They also have an exceptional understanding of how to meet the needs of children learning English as an additional language. Staff use basic words in children's home language to place value on their culture and support them in learning how to communicate and socialise.

The value placed on parent partnerships is exemplary. Parents comment on how highly effective the provision is in meeting their children's individual needs. The nursery runs excellent workshops to enable parents to understand the Early Years Foundation Stage. Parents contribute positively to children's records of progress, which further underpins the excellent relationships and contributions they make towards children's exceptional progress. Partnerships with other professionals and agencies are highly effective. For example, staff welcome visiting teachers from local primary schools to ease transition from the nursery to school. The nursery

provides a detailed summary of progress for each child which they pass on to the school. This helps to support cross-provision working and continuity for children and their families.

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

When they arrive at the nursery, children and parents receive an extremely warm welcome from staff and have a friendly chat to exchange relevant information. As a result, children feel exceptionally secure and they get off to a positive, calm start to their day. The highly effective key person system helps to ensure that children form strong attachments to staff who show tenderness and kindness towards them. This also helps children to settle extremely well.

Staff use highly effective planning, observation and assessment systems to set clear goals for each individual child across each area of learning. Extremely well-planned activities offered help to ensure everyone is fully considered, enabling all children to learn in their own unique way. For example, in the outdoor area some children boisterously ride around on bikes whilst others enjoy quiet time in the cosy, well-organised quiet areas.

Staff are skilled at encouraging development by asking many open-ended questions, showing a sincere interest in what children have to say. Consequently, children in all age groups communicate with a great deal of confidence. For example, babies crawl around and squeal and laugh as they explore the many stimulating toys in the large inviting room. Toddlers interact positively and pretend to share a tea party in the role play area, demonstrating active imaginations and chatting confidently to one another. Older children are extremely confident and self-assured, they share lots of information about home and talk about their family members and what they have enjoyed doing over the weekend.

All children are actively engaged in a broad range of activities, which stimulate their learning and enables them to develop valuable skills for their future. They relish learning to solve problems using puzzles and games. Staff encourage children to think mathematically throughout their play, for example asking them to group everyday objects and comparing quantities. Children in all age groups are encouraged to develop a love of books. Babies sit and listen intently to stories and laugh along, joining in with actions. Older children have an enticing well-resourced book area in which they enjoy story time with staff and also use independently when they feel like reading quietly. Children develop their early writing skills by drawing and producing some recognisable symbols and basic words. They are developing an excellent sense of safety. They learn how to use tools and resources safely and experience safe risk taking when participating in a wide range of challenging physical activities.

The nursery is rich in signs and posters to reinforce healthy lifestyles and staff generally make the most of opportunities to educate children in the importance of

living a healthy lifestyle. Children wash their hands after toileting and prior to eating. However, they do not always wash them before breakfast. This does not fully support them to learn that good practice with regard to hygiene can contribute to good health. Children enjoy eating tasty, highly nutritious food, which is prepared fresh each day. They make outstanding progress in their physical development and enjoy using an excellent variety of equipment to try their skills in climbing, jumping and balancing.

Children are extremely well behaved; they share and cooperate with each other in their play, demonstrating highly positive relationships. Staff are superb role models, offering children a great deal of praise and encouraging them to support each other. Consequently, children of all abilities feel self-assured and opportunities to learn are infinite.

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
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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

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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