

# Tiny Horizons

3 Park View, Moulton, Northampton, Northamptonshire, NN3 7TP

<b>Inspection date</b>	07/05/2013
Previous inspection date	16/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The well-planned playrooms create enabling environments for all ages of children to engage in purposeful play and to promote independence.
- The key person system is firmly embedded ensuring that children feel safe and secure.
- Children are confident and behave well because staff provide clear guidelines about what is acceptable behaviour and consistently acknowledge and praise their achievements.
- The management team and staff show a strong commitment to the nursery provision and plans for continuous improvement are well targeted.

### It is not yet outstanding because

- Physical play in the outdoor area does not always fully meet the needs of older, more able children in order to build on their very good physical skills.
- Some management systems are not yet fully effective in always overseeing the educational programmes to ensure children's progress towards excellence is more easily evaluated.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector talked with staff and children throughout the inspection and observed the engagement of children and staff in activities in all playrooms and outdoor areas.
- The inspector held meetings with the owner and the manager and carried out a joint observation with the manager at agreed times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and of written comments in children's records.
- The inspector looked at a selection of policies, procedures and documentation.

**Inspector**  
Anne Archer

## Full Report

### Information about the setting

Tiny Horizons Day Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted bungalow in the Moulton area of Northampton and is privately owned. The nursery serves the local area and is accessible to all children. There are fully enclosed areas available for outdoor play.

The nursery employs eight members of childcare staff. Of these, all hold appropriate early years qualifications, including one with Early Years Professional Status and the owner has Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 45 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- extend the outdoor physical play opportunities for older, more able children so they can, for example, develop good control and coordination in large and small movements and move confidently in a range of ways, safely negotiating space
- embed further the system used by management to monitor the educational programmes so that children's progress is more easily evaluated.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The owner and her staff recognise that children learn through play and provide a stimulating, welcoming environment where children feel safe and secure. Staff have a good understanding of the learning and development requirements and know how to engage and to capture children's attention. They know the children well and undertake regular, thorough observations. This information is used effectively to plan challenging experiences for individuals and groups of children. Consequently, they make good progress in their learning, taking into account their starting points and capabilities. Parents

receive daily feedback verbally and from diary notes made by the child's key person. Periodic detailed written reports show parents what their children have achieved. Newsletters, noticeboard information and displays of children's work, keep parents informed of how they can support their children's learning at home and provide opportunities for them to feed back details of children's achievements outside the nursery. Consequently, parents are fully included and are helped to understand how to support their children's learning.

Children's communication and language skills and their introduction to literacy and mathematics are effectively promoted across all areas of the nursery. Children enjoy easy access to a broad range of books and reading materials, which are available in the indoor and outside play areas. Young children enjoy the experience of sharing familiar stories with staff. Older children choose books independently or participate in group story time. Children of all ages enjoy singing and listening to music and join in enthusiastically with the actions of favourite rhymes. Tools and materials for making marks are widely available. Babies and younger children use their fingers to make squiggles on the table top, while also experiencing the texture of paint. Pre-school children are effectively supported in their transition to school as they begin to give meaning to their pictures and to recognise their name on their coat pegs. In addition, structured circle times are planned to help children to recognise letters and numbers in different situations. For example, when they take turns to count how many children are present and then find that number on the wall. They also collaboratively work out the day of the week, the month and the date so they can put the correct letters and numbers on the wall chart.

Children enjoy being physically active and have frequent access to the outdoor play areas. Babies have their own garden where they can use the walkers and smaller equipment to support their mobility and coordination, toddlers and pre-school children have free-flow for part of each day to the outdoor areas. There is, however, less challenge for more able children to extend their physical skills and capabilities by moving safely in a variety of ways. Opportunities for toddlers and pre-school children to participate in imaginary play and to develop their understanding of the world in the outdoor environment are good. For example, sunflower seeds have been planted in pots by the children and, now they have grown into small plants, have been placed outside. Children have the daily responsibility of watering the pots and the supportive staff talk to them about what is happening to the plants. One child notices that some of the plants are drooping and he is asked why that might be. He responds that they are asking for a drink. Staff agree and remind the children that as the weather was hot over the weekend they are more thirsty. Children change the playhouse into a cafe and take orders for different types of coffees. One child takes the orders and asks for the money while another makes the drinks. This shows that they can engage in imaginative role play based on first-hand experiences and play cooperatively.

### **The contribution of the early years provision to the well-being of children**

The effective implementation of the key person system throughout the nursery enables children to form secure emotional attachments. All children show a strong sense of belonging and settle well because staff have good knowledge of their individual needs,

likes and routines. For example, one child wakes from a nap and immediately gets up and walks over to the designated key person for a hug before starting to play. Other staff smile and say that this child always does that. Settling-in sessions are negotiated and planned with parents and reflect the individual needs of the child. In addition, transitions within the nursery are very effectively managed, enabling children to visit the new room as many times as is necessary to enable them to settle.

The nursery has a calm and caring atmosphere which creates a positive learning environment. Resources are well presented ensuring that children of all ages can make independent choices about what they want to play with. For example, a selection of toys are placed on a rug so that babies and young children, who are not yet mobile, can choose what to play with by leaning forward or sideways. This also encourages them to start to crawl to reach what they want. Toddlers and pre-school children have easy access to a broad range of activities and equipment and other toys can be reached by request. For example, two children decide not to play outside any more and ask a staff member to play a matching card game with them.

Children in all areas of the nursery behave well. Babies and younger children happily play alongside each other, showing a developing awareness of those around them. Pre-school children play cooperatively with their peers and are encouraged to share, take turns and be kind to each other. They demonstrate a growing responsibility as the oldest children in the nursery and understand what is expected of them. For example, when younger children join their group on visits in preparation for becoming pre-schoolers, the older ones share their rules of 'kind hands', 'listening ears', 'walking feet' and 'looking eyes'.

Children's understanding of healthy practices is well supported. They develop good self-care skills, such as when toddlers and pre-school children eagerly form a queue in the bathroom to wash hands in preparation for snack and lunch. Both groups also help to put on their own suncream before playing outside and join in discussions with staff about why they do so. Staff give children the time and space to try and do things for themselves and they do so with increasing skill. For example, one child struggles to thread a strap on a new sandal. A member of staff shows the child how to do it, explaining each step as she does so, then gives the child time to complete the second strap alone, giving lots of praise when the task is complete. Children are provided with a good balance of meals and snacks that are freshly prepared on the premises by a dedicated person. Information about the three-weekly menu cycle is shared with parents and individual dietary needs and parental wishes are taken into account when preparing these.

### **The effectiveness of the leadership and management of the early years provision**

The owner, manager and member of staff with Early Years Professional Status, have a good understanding of the Early Years Foundation Stage framework. Requirements are clearly understood and policies and procedures have been reviewed and updated to reflect recent changes to the framework and current practices within the nursery. For example, since the last inspection, more robust security measures have been implemented in relation to the front door after a security alert. Thorough recruitment procedures ensure

that suitability checks are carried out on staff and previous experience and qualifications are verified to ensure staff are suitable and have the relevant experience for the position they are being appointed to. All staff complete an induction period to help them understand their responsibilities. This includes information about safeguarding, emergency procedures and health and safety issues. Safeguarding and child protection procedures are strong. Staff attend updates in training and it is a regular topic on the staff meeting agenda; a policy is in place to support practice. Regular team meetings, appraisals and access to training makes sure that any gaps in knowledge and understanding are identified and addressed.

Staff share the owner's and manager's vision to continue to improve the nursery. Systems for self-evaluation are ongoing and effectively reflect the views of the local authority advisers, staff, parents and children. As a result, areas for development are identified and an action plan drawn up and carried out to secure improvement. For example, recommendations from previous inspection reports have been successfully completed and advice from the local authority implemented. However, the management system to more securely monitor the progress of children is not yet fully effective in easily evaluating children's good progress. Other evidence compiled by the Early Years Professional's tracking system suggests that progress is good.

Partnerships with parents and carers are well established and they speak highly of the welcoming staff group and of the excellent care that their children receive. Arrangements are effective in ensuring that parents play a full and active role in the children's care and learning. Their views are obtained informally through discussion and formally through questionnaires. Wider partnerships with other professionals effectively support individual children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY338772
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	891395
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	39
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Leanne Joyce Margaret Kentish
<b>Date of previous inspection</b>	16/02/2010
<b>Telephone number</b>	01604 642705

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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