

New Horizons Day Care Ltd

Unit 33, James Carter Road, Mildenhall, BURY ST. EDMUNDS, Suffolk, IP28 7DE

Inspection date	07/11/2014
Previous inspection date	23/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 caring and enthusiastic staff team ensure that children develop good relationships with them and each other. They create a relaxed and secure environment that actively supports children's play and learning. Consequently, children are happy and settled in the provision.
- Staff continually observe and assess children's progress, which helps to provide educational plans that enable children to make consistently good progress in relation to their starting points and capabilities.
- Staff are friendly and very approachable. They develop very good relationships with parents and regularly exchange information with them and keep them fully informed about their children's care and progress.
- Staff place high priority on children's safety. They have good knowledge of how to protect children from harm and implement this well into their practice.

It is not yet outstanding because

- Opportunities for children to explore natural open-ended play resources are not fully extended to develop their senses and extend their imaginative play both indoors and outside.
- Children are not given consistent opportunities to develop their self-help skills particularly during snack time. As a result, they do not always practise and build on skills they have already acquired.

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 observed play and learning activities, and spoke to children and staff in the indoor and outdoor environments.
- The inspector carried out a joint observation with the manager.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies, procedures and documentation.
- The inspector looked at evidence regarding the suitability of all staff and adults working at the nursery and saw a sample of qualification certificates.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Jacqui Oliver

Full report

Information about the setting

New Horizons Day Care was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted unit on an industrial estate in Mildenhall, Suffolk. It is privately owned and managed. The nursery serves the local area and provides a breakfast, after school and holiday club for school-aged children. There are two main playrooms downstairs for the nursery children and two upstairs rooms for the breakfast and after school club. There is a fully enclosed area available for outdoor play. The nursery employs eight members of childcare staff, including the manager. Of these, six hold appropriate early years qualifications. The nursery opens Monday to Friday, all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 55 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the opportunities for children to explore and investigate using a good range of natural and open-ended resources, both inside and outdoors
- extend opportunities for children to further develop their independence and self-help skills, for example, by encouraging them to help in the preparation of their snacks.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and use this well to support children in their learning. The children are happy and settled at the nursery. They are provided with a wide variety of interesting and challenging learning opportunities and staff get to know them and their families well. Parents are encouraged to share information about their children in an All about me booklet and through discussions with the key person. This helps to identify children's initial starting points and any additional support they may need when they start attending the nursery. The manager understands her responsibility for coordinating the care of children with special educational needs and/or disabilities and the importance of working with parents and other professionals in order to meet children's individual needs. There are effective strategies to support children who speak English as an additional language. Teaching is good as staff have a secure understanding of the learning and development requirements and how children learn.

Staff focus on promoting the prime areas of learning. As a result, children have a firm knowledge base from which they can build on and learn new skills. Staff plan a good balance of child-initiated and adult-led activities, which provide children with plenty of challenge and encourages their natural curiosity to learn. However, in the baby room these opportunities are not always fully maximised because there are fewer natural and open-ended resources for them to explore and investigate.

Staff carry out regular observations and assessments of the children, which helps them to know what each child can do and their stage of development. This enables them to plan activities according to children's interests and what they need to learn next. Key persons then provide a summative assessment at the end of each term linking the observations to the areas of learning. This system of monitoring also provides information for the progress check for children between the ages of two and three years. These are effective in highlighting any gaps in the children's learning and development. The children's learning journey records and tracking systems clearly show that all children make good progress from their starting points and capabilities. Parents are kept well informed of their child's development to ensure they are able to be involved in their learning.

Children's communication and language is promoted well throughout the nursery. Staff skilfully interact with the children, making story and singing times fun. Babies like to cuddle up for story time with their key person, which further promotes a sense of belonging within the nursery. Older children listen and join in, making their own comments and using their imagination. Staff ask children open-ended questions and give them time to reply, which promotes their thinking skills and allows them to make predictions about what will happen next. Staff regularly share books with the children, following repeated phrases and identifying some initial letter sounds. This also supports children's literacy skills in readiness for the next phase in their learning, including school. Children have access to resources to encourage early mark making, and pre-writing skills. Older children are developing good pencil control and independently write their names and other words, such as mum and dad. Staff make good use of spontaneous opportunities that arise in daily activities to extend children's learning. For example, when a younger child shows an interest in writing, he is provided with a pencil and paper on a clipboard, which he excitedly uses to make marks. Children are beginning to use mathematical language in their daily routines as they sing number songs and count, sort and match different objects. Children's understanding of technology is extended with appropriate resources, such as cameras, magnifying glasses and torches. Babies enjoy discovering the different sounds on the push-button toys. Children are learning to play cooperatively with each other and have responsibilities, such as tidying up. They learn about sitting quietly, taking turns and listening to stories. As a result, children are acquiring the skills, attitudes and dispositions they need to be ready for school.

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

Children develop warm relationships with their key person and other staff, who are kind and caring towards them. The manager and staff are friendly and approachable, which means parents are confident to leave their children in their care. Children enjoy their time at the pre-school and form very good relationships with staff. They enjoy cuddles and

support from their key person and engage in purposeful activities together. This promotes their self-esteem and emotional well-being. Staff confidently talk about their key children and their individual achievements. Parents are fully aware who their child's key person is and liaise with them on a daily basis regarding their children's routines and what they have enjoyed doing. Babies new to the nursery settle in quickly because staff find out information about their existing care routines. This means that staff are able to meet children's needs quickly and helps children to feel confident without their parents. Children are supported to develop a sense of belonging as photographs of their parents, grandparents and other important people in their lives are displayed in their special books in the book area. Children enjoy looking at them and often share them with staff, visitors and their friends. This gives children the opportunity to find out about their peers' families and to value their differences. Staff encourage children's good behaviour, confidence and self-esteem by praising them and recognising their achievements. Staff are good role models and are deployed well both indoors and outdoors, to provide continuous supervision of children which contributes to their overall safety and welfare. Children demonstrate good behaviour and with gentle reminders learn to play cooperatively with their peers. The well-established daily routines mean that children quickly learn what is expected of them. For example, they help to tidy away their toys, wash their hands and sit down ready for their lunch.

Children are developing a good understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. They benefit from fresh air and exercise during outdoor play. Staff work consistently with parents to meet children's changing needs. All staff are aware of children's allergies and food preferences and can, therefore, meet their individual needs. Children are developing good personal hygiene habits as they learn why they must wash their hands before snack and lunch times. They enjoy healthy snacks and hot meals, which are prepared freshly on the premises. Meal times are relaxed, social occasions where children have time to eat comfortably and begin to manage their own self-care skills. However, staff occasionally miss some key learning opportunities to fully develop and enhance children's independence and self-help skills. For example, at snack time children are not involved in the preparation of their food.

Staff encourage children to think about their own safety, as they discuss what may happen if children do not sit on their chair correctly. In group discussion times, they talk about using kind hands, and walking feet inside. Gentle reminders from staff help children to understand about keeping themselves safe as they use a variety of equipment, such as scissors in their craft activities. Children take part in regular fire evacuation drills, which help them to learn how to protect themselves in the event of an emergency. They learn about road safety when they go for walks in the local area and are gaining an understanding of risk through activities that encourage them to explore their environment. Consequently, children's understanding of keeping safe is fully promoted and helps ensure that they can play and learn in a safe environment.

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

Children are safeguarded well in the nursery because staff have a clear understanding of their roles. They have all received safeguarding training and know who to contact if they are worried about a child's welfare. Robust recruitment procedures are in place. All staff complete Disclosure and Barring service checks to confirm their suitability to work with children. New staff follow an induction programme in their first few weeks of employment. This helps to ensure that staff thoroughly understand the policies and that these are embedded in their daily practice. The manager and staff make children's safety their priority. The premises are secure with a controlled entrance and enclosed garden. Staff carry out regular checks of the environment to minimise hazards and the risk of accidents to children to keep them safe. Most staff hold paediatric first-aid qualifications, which means any accidents occurring can be treated effectively to ensure the well-being of children. Staff record accidents and administration of medication and parents are informed on the same day. All visitors are required to show identification and sign in and out of the visitor's book to ensure there is an accurate record of everyone visiting the nursery. This shows that the nursery gives the safeguarding and welfare of children a high priority.

The nursery has made many improvements since its last inspection. All actions have been fully addressed and have had a very positive impact on the provision for children. The manager is fully involved in the daily practice of the nursery and supports and motivates the staff. They are a warm and enthusiastic team and work well together. The manager ensures that they are appropriately deployed and ratio requirements are met. The deputy manager monitors the planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. Furthermore, effective monitoring systems are in place to track children's progress. Consequently, areas for development are quickly identified and plans put in place to address specific areas of learning. Staff have improved the use of observations and assessment to identify learning priorities and plan challenging and motivating learning opportunities. This has had a positive impact on children's progress by providing them with tailored learning opportunities. The manager uses effective systems to monitor staff practice. For example, she makes observations of them during their interactions with children, in order to identify each individual staff member's strengths and areas for development. This results in staff having a clear action plan for improvement to build on their existing skills. Ongoing supervisions provide opportunities for staff to discuss any concerns they have about their children's welfare and development. This enables the manager to put in place additional training, if required. Staff who wish to further their professional qualifications are supported by the manager, who is keen to develop the staff's skills in working with children. There is a strong commitment to improving the nursery provision and a detailed self-evaluation form has been completed. It uses the views of parents and children to reflect on the learning and development opportunities provided. This helps the manager to plan effectively to move the nursery forward and improve the quality of the provision.

Staff have created an open-door policy and parents are welcome to speak to them and look at their children's learning journey books at any time. Parents are encouraged to contribute to these and share events that happen at home. Information is shared through daily written feedback and conversations with staff. This ongoing, daily feedback and opportunities to look through children's learning journey books help parents to find out about the activities their children are offered. This means that parents can support their

children's learning at home to consolidate learning which takes place at nursery. Regular newsletters and notice boards enable parents to be familiar with all aspects of nursery. Clear policies and procedures are in place and are shared with parents. Parents are also invited to information sessions where they find out about what their children are learning and how they learn best. Parents spoken to at the time of the inspection are very happy with the care and education their children receive. They say their children thoroughly enjoy themselves at the nursery and that they are kept regularly informed of their children's learning and development. They also feel their children settle quickly and find the staff are caring, warm and offer advice and help when it is needed. Partnerships with external agencies are developing well. The manager is making links with the local schools. Although these links are still in the early stages, the manager has plans to invite the teachers to the nursery so children can meet their new teachers. These successful partnerships and good levels of teaching and learning ensure children are well prepared for their move to school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY472340
Local authority	Suffolk
Inspection number	978265
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	55
Name of provider	New Horizons Day Care Ltd
Date of previous inspection	23/05/2014
Telephone number	07975 622986

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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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