

Inspection date	3 May 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The arrangements for safeguarding are not effective. Staff do not have enough understanding of the signs and symptoms of abuse and the procedure to follow should there be a concern about a child's welfare. This means they are not able to respond in an appropriate and timely way should the need arise.
- Staff do not carry out the required progress check for children aged between two and three years.
- The quality of teaching is variable. Staff do not always plan activities that are suitably challenging or organised effectively to help every child make good progress.
- The manager does not have rigorous enough methods in place for self-evaluation or to take into account the views of parents, staff and children, in order to identify where improvements to the quality of the provision can be made.

It has the following strengths

- Children feel safe and secure in the care of staff, who show a warm, affectionate approach. This helps to foster children's emotional well-being.
- Links have been established with local schools, outside agencies and other settings that children attend. These promote a shared approach to children's learning and contribute to continuity of care.
- Staff develop partnerships with parents that support a satisfactory two-way flow of information. They encourage parents to be involved in their children's learning in the nursery and at home.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure that all staff have a good understanding of the signs and symptoms of abuse and are able to effectively implement procedures in a timely and appropriate way if there is a concern about a child's welfare	17/05/2016
■ ensure that the progress check is carried out for children aged between two and three years and a written summary is shared with parents	03/06/2016
■ improve and develop the quality of teaching and planning so that all children benefit from activities that engage and challenge them and help them make good progress in all areas of their development.	03/07/2016

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

- develop the self-evaluation process to include the views of parents, staff and children to identify and address aspects of the provision that need improvement.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Ruth Moore

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Staff have a poor understanding of the signs of potential abuse and neglect. They do not have a secure knowledge about the process that they would follow when reporting a concern. This means that children's welfare is not protected. Staff are deployed appropriately. They carry out regular safety checks to ensure that the environment is safe and hazards are minimised. The manager uses appropriate recruitment and vetting procedures to help ensure that all staff working with children are suitable. Staff have appraisals and go to staff meetings. They attend some relevant training to develop their knowledge and teaching skills. However, the quality of teaching is inconsistent in the older children's rooms. The manager carries out a regular evaluation of the provision. However, she does not seek the views of parents, staff or children to help identify where improvements can be made. Consequently, weaknesses in the provision are not promptly resolved.

Quality of teaching, learning and assessment requires improvement

Staff carry out regular observations of children playing. However, they do not know how to use assessments to accurately plan challenging experiences for individual children's learning needs and interests. Staff have limited knowledge of the learning and development requirements. They do not complete the required progress check for children aged between two and three years and share the information with parents. Therefore, parents do not have a clear picture of their children's development. Children are, generally, motivated to learn and are developing some aspects of their communication and mathematical skills. They enjoy their play but activities are not always exciting or stimulating. Older children become disinterested at times and wander around the room. Children like playing instruments loudly and softly, fast and slow, and singing songs. They enjoy exploring different shapes and textures based upon the colour green.

Personal development, behaviour and welfare are inadequate

Staff are friendly and children have positive relationships with their key person and each other. However, children's safety and well-being are compromised due to the staff's poor knowledge of child protection. The nursery is clean, warm and welcoming. Children get lots of fresh air and exercise in the secure outdoor area. They are provided with nutritious snacks and meals, helping them learn about a healthy lifestyle. Children are given clear explanations about how their behaviour affects other people and why it is important to respect each other.

Outcomes for children require improvement

Inconsistencies in assessments mean that children's progress cannot be accurately evaluated. Children, including funded children, are not making good enough progress from their starting points. They are developing some appropriate skills for their future learning. For example, they are learning to manage their own personal needs and are becoming confident in a group setting.

Setting details

Unique reference number	EY484518
Local authority	Barnsley
Inspection number	1050010
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	84
Number of children on roll	116
Name of provider	Horizon Community College
Date of previous inspection	Not applicable
Telephone number	01226 207158

Horizon Nursery was registered in 2014. The nursery employs 19 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3. Two members of staff hold appropriate early years qualifications at level 6 and one holds qualified teacher status. The nursery opens from Monday to Friday, sessions are from 7.30am until 6pm. The nursery closes for one week at Christmas.

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