

Tiny Horizons

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



Inspection date	2 October 2018
Previous inspection date	26 September 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Staff do not consistently use information about children's stages of development and previous achievements to promote continuity in their learning and help them make the best possible progress.
- Staff do not have a good enough knowledge and understanding of their responsibilities under the 'Prevent' duty guidance.
- At times, the monitoring of staff practice does not identify that staff's expectations of children are not well matched to their capabilities. For example, toddlers are required to wait for all children to be served a snack before they can eat and this leads to some becoming bored or frustrated.
- The provider and manager do not use self-evaluation effectively to identify and address weaknesses in the provision and ensure all statutory requirements are met.

It has the following strengths

- Children form positive attachments to their key person and other staff. They enjoy warm, affectionate relationships with staff and show that they feel safe, secure and happy at the nursery.
- Staff are encouraged to gain formal childcare qualifications as part of their professional development. The provider and manager work with further education providers to support staff as they engage in training or apprenticeships to improve their skills.
- Staff establish positive relationships with parents and exchange information daily with them about children's activities and care 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 and Childcare Register the provider must:

	Due date
ensure that staff use assessment information about children's stages of development and previous attainment to target support and offer continuity in their learning that helps them to make consistently good or better progress	24/11/2018
improve staff's knowledge and understanding of their responsibilities in relation to the 'Prevent' duty guidance.	02/11/2018

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

- strengthen the monitoring of staff's practice to support them in matching their expectations precisely to children's ages and capabilities so that they offer experiences that are appropriately challenging
- use self-evaluation effectively to identify and address breaches to requirements and areas for further improvement, to raise standards and outcomes for children to consistently good levels.

Inspection activities

- This inspection was brought forward following Ofsted's risk assessment process.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery provider. She discussed the nursery's self-evaluation with the manager and provider.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views. She spoke with staff and children during the inspection.

Inspector

Vicky Mulholland

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The provider follows appropriate procedures for recruiting and vetting staff. During induction, staff are expected to become familiar with nursery policies and procedures, including for safeguarding. Leaders plan the deployment of staff to meet ratio requirements and children's needs. Due to unforeseen circumstances, staff-to-child ratios were not continually maintained at the inspection, for instance, when staff were delayed en route to the setting at the start of the day. However, this was for a very brief period and, during this time, children were safe and settled and there was no negative impact on their well-being. Staff are aware of signs that indicate a child is at risk of abuse or neglect. They know the procedures to follow to share concerns about a child's welfare. However, they do not have a good enough understanding of wider safeguarding issues, such as the 'Prevent' duty. Leaders have not used self-evaluation and monitoring systems effectively to identify and address this and other weaknesses in staff's practice, to improve outcomes for children.

Quality of teaching, learning and assessment requires improvement

Staff do not consistently use assessment information to plan effectively for children's progress. For example, when children move on to the next room, staff observe them and identify new starting points. They do not use previous assessments of children's levels of development to seamlessly continue supporting their next steps in learning. Even so, staff generally interact well with children, joining in their play and engaging them in conversations. They model correct pronunciation of words and new vocabulary. They provide activities that motivate and interest children. For example, they model counting as toddlers enjoy stacking bricks and knocking them down. They lead singing and story times and encourage children to join in with words and actions. Staff foster children's imaginative play, for instance, as pre-school children pretend to go on journeys.

Personal development, behaviour and welfare require improvement

Staff supervise children appropriately. They use praise to foster children's sense of self-esteem and to reinforce positive behaviour. Children share, take turns and behave well overall. However, staff's expectations of toddlers are sometimes set too high and expectations of older children set too low. For instance, toddlers are expected to wait before eating and staff hold pre-school children's hands to help them use scissors. This does not effectively challenge and extend older children's physical skills, concentration or independence. The manager does not monitor this effectively. Children benefit from healthy snacks and meals and opportunities to play outdoors and be physically active.

Outcomes for children require improvement

Weaknesses in the use of assessment information mean that children are not supported consistently to make the progress of which they are capable. Some children make steady rather than good or better progress. Even so, children gain some skills in readiness for the next stage in their learning and starting school. Babies pull themselves up to stand and are supported by staff to take their first steps. Toddlers learn to count, delighting in a game of hide and seek. Older children begin to recognise their name in print and develop pencil control.

Setting details

Unique reference number	EY338772
Local authority	Northamptonshire
Inspection number	10080590
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 4
Total number of places	35
Number of children on roll	67
Name of registered person	Kentish, Leanne Joyce Margaret
Registered person unique reference number	RP909780
Date of previous inspection	26 September 2016
Telephone number	01604 642705

Tiny Horizons registered in 2006 and is privately owned. The nursery employs 12 members of childcare staff. Of these, eight hold early years qualifications at level 2 or above, including one who holds early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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