

Tiny Horizons

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



Inspection date	17 April 2019
Previous inspection date	2 October 2018

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The manager has not addressed all previous weaknesses raised at the last inspection. The manager's monitoring of teaching is not effective. She does not provide appropriate supervision arrangements for all staff in order to support staff development and improve the quality of teaching.
- The manager has not made sure that staff are deployed effectively. As a result, some children do not have a key person. This means that children do not have their individual needs met on some occasions. Not all parents have a specific person to approach to talk to about their child's learning and care as required.
- Some staff do not always manage children's behaviour effectively to help younger children to play cooperatively. Staff do not have high enough expectations of how children should behave.
- Staff do not always know about children's individual learning needs. Staff do not use information about what children know and can do to plan effectively. This means that staff do not support children to achieve their next steps in learning.
- The manager does not monitor the progress made by groups of children effectively. This means she is not able to fully address any inconsistencies in the progress children make. Children do not make the progress they should.

It has the following strengths

- Staff support children to develop some of the skills they will need for the next stage in their learning and eventual move on to school.

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
implement an effective key-person system to meet the individual needs of all children and parents	20/05/2019
monitor staff practice effectively to identify and address any individual weaknesses in teaching	30/05/2019
deploy staff effectively to meet the needs of children at all times	30/05/2019
ensure all staff manage children's behaviour effectively	30/05/2019
ensure that information about individual children's learning needs is shared with all staff to help them fully support children's development	30/05/2019
implement appropriate supervision arrangements for all staff to support their ongoing development.	30/05/2019

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

- continue to develop the monitoring of the progress of groups of children to ensure any gaps in learning are addressed.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke to the local authority representative present at the time of the inspection.

Inspector
Vicky Weir

Inspection findings

Effectiveness of leadership and management is inadequate

The manager has not fully addressed all the weaker areas identified at the last inspection. The monitoring of staff practice is not effective enough to ensure teaching and learning for all children are consistently good. Staff turnover is high, and the manager has not provided effective supervision arrangements for the more recently appointed staff. She has not monitored the quality of teaching of new staff as part of their induction process. As a result, she has not identified that teaching is weaker in some areas of the nursery. Regular staff meetings are helping to strengthen some staff practice. The good levels of staff qualifications are reflected in their secure understanding of how to assess children's learning accurately. Safeguarding is effective. The manager ensures all staff understand their safeguarding responsibilities. She takes into consideration parents' views to help her make improvements.

Quality of teaching, learning and assessment is inadequate

Children without a key person do not receive the support they need to develop their learning. Staff do not always make effective use of the available information about children's learning needs to help them tailor support well. For example, on occasion, staff make little effort to encourage less confident children to explore activities and interact with other children. That said, there are some examples of stronger teaching in the nursery. Staff support younger children's physical development skills well. They encourage them to handle toys and follow instructions to copy movements. In the pre-school, staff focus their activities on supporting children's literacy, mathematics and independence skills effectively. Staff working with babies and pre-school children help them to develop their communication skills well.

Personal development, behaviour and welfare are inadequate

Staff are not always deployed effectively. For example, some children become distracted as they wait for staff to clear away after lunch and tidy the room. Staff do not support children to behave well at this time. Some staff do not always respond quickly and appropriately to incidents of children's unwanted behaviour. Additionally, on occasion, staff who are unfamiliar to children are given the lead role in comforting them. As a result, children do not settle quickly to play. However, staff working with older children support their behaviour well. Pre-school children are kind and considerate towards each other. Staff are welcoming, and generally children settle in well. Staff help children to learn about healthy lifestyles and promote good hygiene routines. For example, children learn to wash their hands after petting the resident pony and goats.

Outcomes for children are inadequate

Younger children do not make the progress they are capable of, relative to their starting points. This includes two-year-old children who are in receipt of additional funding. Poor teaching means that younger children occasionally lose interest in activities and do not always learn to focus and concentrate. Older children gain secure literacy and mathematical skills. They recognise different shapes and count. The most able children are starting to read and write simple words. Babies learn to use single words and walk. They listen well, such as to the sounds made by different instruments.

Setting details

Unique reference number	EY338772
Local authority	Northamptonshire
Inspection number	10081506
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	35
Number of children on roll	70
Name of registered person	Kentish, Leanne Joyce Margaret
Registered person unique reference number	RP909780
Date of previous inspection	2 October 2018
Telephone number	01604 642705

Tiny Horizons registered in 2006 and is located in Moulton, Northampton. The nursery employs 11 members of childcare staff. Of these, 10 hold early years qualifications at level 2 or above, including the manager who holds a qualification at level 6. 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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