

# Tiny Horizons

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



<b>Inspection date</b>	1 August 2019
Previous inspection date	17 April 2019

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Inadequate	4
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 provider, who is also the manager, has not addressed all weaknesses that were raised at the previous inspection. These weaknesses have a significant impact on children's welfare, learning and development.
- Not all staff have a confident knowledge and understanding of child protection procedures, particularly regarding allegations against staff or the manager. This places children at risk of harm.
- The provider has not ensured that risk assessments are robust. She has not identified potential risks to children's welfare. This compromises children's safety.
- The minimum staff qualification requirements are sometimes not met. The provider does not ensure that at least half the staff hold a full and relevant level 2 qualification.
- The quality of teaching is not good enough. Arrangements to help staff improve their knowledge and skills have had limited impact on the outcomes for children. Some staff do not have a robust knowledge and understanding of how children learn. They do not know how to plan effectively to meet children's individual needs so that they make the progress they are capable of.
- Assessments are not accurate and do not help the provider and staff to identify gaps in children's learning. Staff do not know how to offer appropriate and targeted learning experiences for children in order to ensure they are sufficiently challenged.
- The supervision of staff is ineffective. It does not promote a culture of mutual support within the management and staff team. Arrangements to help staff improve their knowledge and skills have not been successful. The quality of teaching remains inconsistent throughout the nursery. Children are not supported effectively in their learning and development.

### It has the following strengths

- Since the last inspection, the manager has made improvements to the outdoor area. Here, children enjoy being active as they run, make dens and use their senses as they explore in the mud kitchen.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure all staff have a thorough understanding of safeguarding procedures and know how to respond appropriately to any allegations of abuse regarding the manager or any other member of staff at the setting	28/08/2019
ensure risk assessments are robust and identify and minimise all potential hazards to children's safety and welfare	28/08/2019
ensure that at least half of the staff hold a full and relevant qualification at level 2 or above	28/08/2019
improve the supervision of staff in order to develop their knowledge and skills and, in turn, the quality of teaching, to ensure progress in children's learning and development.	28/08/2019

### To meet the requirements of the early years foundation stage the provider must:

	Due date
ensure all staff have a good knowledge and understanding of the learning and development requirements to help them plan challenging learning experiences that match children's individual needs	28/08/2019
ensure that assessment is used effectively to identify gaps in children's learning and what they need to learn next, to help them make good progress from their starting points.	28/08/2019

## Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- One of the inspectors completed a joint observation with the provider. Both inspectors spoke with staff and children during the inspection.
- The inspectors held a meeting with the provider. They reviewed relevant documentation, such as a sample of policies and procedures, risk assessments and evidence of the suitability and qualifications of staff working in the setting.
- The inspectors had a tour of the premises.
- The inspectors spoke to a small number of parents during the inspection and took account of their views.

**Inspectors**

Alexandra Brouder

Claire Muddimer

## Inspection findings

### Effectiveness of leadership and management is inadequate

The provider has failed to make sufficient improvements to address weaknesses raised at the last inspection. She has not ensured that the quality of teaching has improved quickly enough. The provider has put steps in place to support and monitor staff. However, these are not yet effective in tackling the weaknesses in teaching and thereby improving outcomes for children. Some staff lack a basic understanding of how children learn and develop. For example, they are not aware of the seven areas of learning and how these can be used to support children's development. Most assessments made on children's development are not accurate and do not identify appropriate next steps in their learning. As a result, children's progress is poor. The arrangements for safeguarding are ineffective. All staff have completed safeguarding training. However, some continue to be unsure of the steps to follow should an allegation be made against the provider or another member of staff. The provider has not sought consent from parents for a regular visitor to take photographs of children. She has not considered the importance of assessing the potential risk of harm to children associated with this regular activity. Furthermore, the setting's policy on the use of cameras does not cover this effectively. These weaknesses mean that children's safety is not assured. Recruitment and vetting procedures are in place and effective in ensuring that all those working with children are safe and suitable. The provider ensures that there are sufficient numbers of staff present to meet the adult-to-child ratios. However, on the day of inspection the required numbers of qualified staff were not present. The provider was not aware of this gap. Parents speak fondly of the setting and the staff team. They comment on the caring nature of staff and of how settled and happy their children are. The provider has received substantial support from the local authority improvement team. This has had some impact in terms of better organised play spaces for children and more effective maintenance of required documents. However, it has failed to have enough impact on the quality of teaching and overall effectiveness of the setting.

### Quality of teaching, learning and assessment is inadequate

Ongoing weaknesses in teaching and assessment have a significant impact on children's learning and development. A high number of staff working with children are not appropriately qualified or do not have relevant childcare experience. As a result, the quality of teaching is weak. Staff do not accurately identify where there are gaps in children's learning. In addition, planning is ineffective and children do not make the progress of which they are capable. Staff do sit with children during their play and offer some support. For example, they encourage the babies and younger children to slide toy cars down a track. However, staff do not use this time to introduce new vocabulary to children or use commentary to enable them to hear new words. Furthermore, during mealtimes, staff do not take time to talk with children. During snack time, older children point to what they want to eat. Staff do not encourage children to use words to express their needs. This does not support children's developing communication and language skills. In addition, staff miss opportunities to model, demonstrate or adapt their teaching to help children learn as they play. For example, staff do not teach older children how to hold and use pencils correctly. They do not build on children's ideas or talk about the marks they are making. Children quickly lose interest and play elsewhere. These weaknesses impact on children's future learning and readiness for school. That said, the

toddlers and pre-school children play well alongside one another both indoors and outdoors, and enjoy exploring the resources available to them.

### **Personal development, behaviour and welfare are inadequate**

Continued weaknesses in leadership and management, safeguarding and the quality of teaching compromise children's safety and well-being. However, staff are positive role models and help children to learn what is expected of them. For example, they remind children to use 'kind hands' and why they should not climb on furniture. Children behave well. Staff praise children when they listen and follow instructions, helping to promote their confidence and self-esteem. Parents are encouraged to share information about their children's individual needs before they start in the setting. Staff use this information to help provide an environment in which children feel safe and secure. Children settle well. They demonstrate appropriate self-care skills, for example they know to wash their hands before meals and snacks and after they have used the toilet. Children love to play outside. They enjoy pretending to be 'monsters' and using the swings. Babies and toddlers enjoy stacking large bricks and practising their growing mobility skills as they learn to stand and walk unaided.

### **Outcomes for children are inadequate**

Children are not well prepared for the next stage in their learning and do not achieve the expected stage of development for their age range. Staff do not plan well enough to ensure children's individual needs are taken into account. Despite this, children do show some developing independence. For example, toddlers show confidence at climbing onto low-level chairs in readiness for a snack. Older children begin to pour their own drinks and serve themselves at mealtimes. Children show an interest in books as they enjoy sitting quietly and looking at these independently or listen to stories read by staff.

## Setting details

<b>Unique reference number</b>	EY338772
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10109300
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Kentish, Leanne Joyce Margaret
<b>Registered person unique reference number</b>	RP909780
<b>Date of previous inspection</b>	17 April 2019
<b>Telephone number</b>	01604 642705

Tiny Horizons registered in 2006 and is located in Moulton, Northampton. The nursery employs 12 members of childcare staff. Of these, seven 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.

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