

# Inspection of New Horizons Day Care

Unit 21, James Carter Road, Mildenhall, Bury St. Edmunds IP28 7DE

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Inspection date: 21 September 2021

| <b>Overall effectiveness</b>                 | <b>Inadequate</b> |
|--|-------------------|
| The quality of education                     | <b>Inadequate</b> |
| Behaviour and attitudes                      | <b>Inadequate</b> |
| Personal development                         | <b>Inadequate</b> |
| Leadership and management                    | <b>Inadequate</b> |
| Overall effectiveness at previous inspection | Not applicable    |

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety and welfare are compromised. Staff do not have a secure understanding of the action to take in the event of an allegation or concern made against staff.

Children are allocated a key person when they start at the setting. However, staff do not use information from parents sufficiently, or get to know children well enough, to ensure that they provide children with challenging and enjoyable play and learning experiences. Staff do set out some toys and resources. However, these do not sustain children's interest and the quality of staff engagement is poor. Consequently, some children wander around the room as they lack focus, and their behaviour deteriorates. On occasions, staff remind children about the setting's rules. However, there are times when staff raise their voice to gain children's attention rather redirecting them in play.

Children respond to instruction from staff. For example, they respond when asked to move to the different areas of the building. However, staff do not organise routine activities well enough. During a whole-group singing session before lunch, children become restless, quickly lose interest and some prefer to roll on the floor. Staff are not deployed effectively to meet children's needs. Some children do enjoy the attention from staff when they get it and generally show that they feel safe and secure at the setting.

## **What does the early years setting do well and what does it need to do better?**

- The provider does not ensure that staff are confident about safeguarding procedures. Despite sharing the written policies with staff, effective methods to check their understanding have not been implemented. As a result, staff are not aware of the action to take in the event of an allegation being made against a member of staff. This affects staff's ability to protect children from harm.
- The provider does not ensure that staff are deployed effectively. Staff generally supervise children during activities. However, there are times when the environment is busy and occasions where staff do not adapt whole-group activities well enough. Staff do not communicate effectively with each other. Consequently, they fail to meet children's individual needs.
- The provider and staff do not implement the key-person system effectively. Staff do not know the children they are responsible for well enough to support them with their ongoing progress.
- Staff do not interact purposefully with children or ensure that the set up of the rooms supports children to be motivated to play and learn. In addition, the provider does not ensure that staff are clear about what they want children to learn from the activities that they provide.

- Children show better levels of interest when staff engage more effectively with them. For instance, in the art room, children explore play dough with rolling pins and cutters, and have opportunities to experiment with paint. At times, staff follow children's lead and make small changes to these activities. For example, when children are reluctant to touch the paint with their hands, staff offer paintbrushes instead.
- The provider is aware of what she needs to do to improve the quality of the setting and has identified areas for development. Staff have regular room and whole-team meetings and have opportunities for supervision and training.
- Children have regular opportunities to build their physical skills. They negotiate obstacles in the outdoor space as they use the ride-on toys. Children walk along crates, climb up the steps and slide down the slope on the soft-play equipment.
- Parents spoken to on the day of the inspection commented on the service provided, stating that their children are happy at the setting. Staff communicate with parents about what their children have been doing during the day through verbal feedback when they collect their child and via electronic communication.
- Children are generally competent in self-care. For instance, they have a go at tasks, such as putting their shoes on for themselves after playing on the soft-play equipment. Children take pride in their achievements.
- The special educational needs and disabilities coordinator (SENDCo) plans specific sessions for children who may need extra support. For instance, she provides activities for small groups of children to help support those with speech and language difficulties.

## Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is not assured. Staff complete training and know the signs they must be alert to that may indicate a child is at risk of harm. They said that they would take concerns to the designated safeguarding lead. However, staff are not fully aware of what to do if the lead person did not act on their concerns or the appropriate agencies to report child protection concerns about staff. The provider follows safe recruitment procedures and ensures that staff complete the essential background checks to make certain that they are suitable to work with children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

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|--|-----------------|
|  | <b>Due date</b> |
|--|-----------------|

|  |            |
|--|------------|
| ensure that all staff understand and know how to follow the setting's safeguarding policies and procedures, particularly in respect of the action to take if they have a concern about staff | 01/10/2021 |
| ensure that the key person knows about the child that they are responsible for and how to support their individual needs and ongoing learning  | 31/12/2021 |
| deploy staff to ensure that children's needs are met and they are appropriately supervised at all times  | 01/10/2021 |
| improve staff's skills and teaching to ensure that they provide all children with challenging and enjoyable play and learning experiences  | 31/12/2021 |
| improve the organisation of daily routines, particularly regarding large-group activities, to ensure all children are engaged and focused.   | 31/12/2021 |

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | 2615938   |
| <b>Local authority</b>                             | Suffolk   |
| <b>Inspection number</b>                           | 10205693  |
| <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 at time of inspection</b> | 3 to 6  |
| <b>Total number of places</b>                      | 100   |
| <b>Number of children on roll</b>                  | 110   |
| <b>Name of registered person</b>                   | New Horizons Day Care Ltd   |
| <b>Registered person unique reference number</b>   | RP908936  |
| <b>Telephone number</b>                            | 01638 428984  |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

New Horizons Day Care registered in 2020. The setting opens from Monday to Friday from 7am until 6pm all year round. The setting also provides a breakfast, holiday, and after-school club for school-aged children. The setting employs eight members of childcare staff, of whom six hold appropriate early years qualifications at level 3 and above. In addition, there is a manager, deputy manager and deputy SENDCo who work across this setting and at their other registered setting.

## Information about this inspection

### Inspector

Karen Harris

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- This inspection was carried out following the risk assessment process.
- The provider, deputy manager and inspector completed a tour of the setting and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The deputy manager and the inspector carried out joint observations together.
- Parents shared their views of the setting with the inspector during discussion and the inspector took these into account.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- A meeting was held with the provider and deputy manager. The inspector looked at relevant documentation and evidence of the suitability of staff.

We carried out this inspection 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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