

# Inspection of New Horizons Day Care

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

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Inspection date: 5 April 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

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

### **The provision requires improvement**

Not all children yet receive the quality of education they deserve. Although some children show good levels of concentration, others are not engaged in purposeful play. At times, some children wander around or run about, disrupting learning experiences for other children. The quality of teaching is variable. Children do not benefit from consistently good quality interactions with staff, that are focused on extending their learning. Although children learn to count well and begin to recognise numbers and some letters, staff do not encourage them to sustain deeper thinking and solve problems.

Generally, however, children listen to staff and show that they want to learn and join in with activities. They are confident, show that they feel safe and secure and build good bonds with staff. Children settle well to listen to stories that staff read on request. They sing songs with staff and, sometimes, spontaneously as they play. For example, they sing 'Old MacDonald had a farm', when they explore small farm play, moving toy tractors through cereal and bark. Children are confident talkers and say that they like playing with their friends at nursery, especially when they pretend to be firemen. However, some children do not receive appropriate support to help them manage their emotions and behave well.

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

- The provider has sought advice and guidance from the local authority and an independent consultant to help to address the weaknesses raised at the last inspection. She has taken decisive action and made significant changes about how the two settings are organised and staffed. Part of this change is to move children to the pre-school when they reach the age of three. Staff are keen to learn and have training plans in place to develop their practice further to improve the learning experiences for children. They say that their workload is manageable and that they enjoy working at the setting.
- The provider has not established a clear curriculum to help staff plan appropriately for what children need to learn next. Although some staff are new to the setting, they know the children well and are starting to use their knowledge of children's interests to plan the activities they provide. However, not all staff plan effectively for children's individual next steps in learning. At times, staff do not provide older and more capable children with enough challenge. Staff do not always demonstrate high ambition for children's learning.
- Most children play cooperatively together, seek each other out to share their experiences and build strong friendships. However, some children become easily upset and show low levels of self-control, reacting tearfully if they are not immediately able to do what they want. At times, a small number of children refuse to share resources with each other and do not yet show understanding of

waiting for their turn. Staff do not always know how to support children when this happens.

- Staff talk to children as they play and, mostly, follow children's lead in play. However, sometimes, staff tend to focus on children completing specific tasks. For example, during craft activities, staff, sometimes, over direct children to use materials provided in a specific way. This stifles children's creativity and imagination. Staff do not always follow children's emerging interests or exploration to extend learning.
- Staff notice any emerging gaps in children's learning and development. They work sensitively with parents to help them seek support and guidance from other professionals. Staff implement targeted support to help children catch up with their peers. For example, parents comment how staff follow plans drawn up by speech and language therapists to help their children.
- Parents are positive about the setting and the staff. They know about the plans and changes the provider has implemented following the last inspection. Parents say that they are well informed about their child's day and that their children enjoy attending.
- Children attending the after-school provision settle quickly when they arrive from school. They choose from a good range of activities and have regular opportunities for physical activity and games each day. Children sit down to eat snack, choosing from a selection of fruit, scones and toast.

## Safeguarding

The arrangements for safeguarding are effective.

The provider has ensured all staff have received updated training about safeguarding and child protection. She arranges regular quizzes and spot checks with staff to help keep their safeguarding knowledge current. Staff know the possible indicators for child abuse and neglect. They know what to do should they have any concerns about a child's welfare or about other staff. The provider implements effective recruitment and induction procedures, that help to assure the suitability of adults working with children. Staff make effective use of risk assessment to provide children with a safe and secure environment.

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

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

	<b>Due date</b>
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develop the curriculum to ensure it clearly identifies what children need to learn next to build on their individual stage of learning and reflects individual needs and offers appropriate challenge	20/09/2022
improve the curriculum for personal, social and emotional development to help children manage their emotions, build relationships with others and understand the impact their actions may have on others	20/09/2022
focus development plans on improving staff's teaching skills to help them support children in building on what they already know and can do.	20/09/2022

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

- help staff to improve their knowledge of effective behaviour management.

## Setting details

<b>Unique reference number</b>	2615938
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10229176
<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 10
<b>Total number of places</b>	150
<b>Number of children on roll</b>	63
<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>	2 February 2022

## Information about this early years setting

New Horizons Day Care registered in 2020. The setting opens from Monday to Friday all year round. Sessions are from 7am until 6pm. This includes a breakfast, after-school and holiday club for school-aged children. The setting employs six members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 3 or above. In addition, the owner/manager and deputy manager work across this setting and at their other registered setting.

## Information about this inspection

### Inspector

Gail Warnes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- 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 inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn

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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