

Inspection of New Horizons Nursery

Rochford Pavilion, Rochford Avenue, Waltham Abbey, Essex EN9 1SE

Inspection date: 9 June 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

The provider has failed to take appropriate steps to assure children's safety. Risk assessments are not effective to identify potential hazards in the premises that pose a threat to children. Children play in a noisy room that deters them from learning essential communication skills. Staff stand over children and shout, so they can hear instructions. This does not help children understand how to communicate in a socially acceptable way. Children do not hear a rich range of vocabulary. Staff ask children mundane questions that do not inspire their thinking skills. Adult-led activities are poorly organised. Children crowd in front of books, eager to see the pictures. As a result, not all children can experience the story. Staff fail to include quieter children as they respond to the more confident children, who tend to dominate their attention when answering questions.

Children spend time outside using their whole bodies. They balance on tyres, ride scooters and climb climbing frames. This helps them to develop core body strength. Children have some opportunity to develop and strengthen their small muscles as well. They squish play dough, paint with brushes and squeeze spray bottles. Younger children try to solve problems as they spend time working out how puzzle pieces fit together. Children greet staff warmly on arrival. They choose to play with resources that are set up for them to access.

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

- The registered provider does not understand their registration responsibilities. They have failed to report a significant incident. A child was able to exit the premises through a broken fence panel. Although this fence panel has been repaired, staff have not taken appropriate action to repair another existing gap in the fence. Staff knew the whereabouts of the child but, additionally, an area that children can climb into contains hazards.
- Staff do not understand their roles and responsibilities. When staff work to cover other staff absence, they are not given essential information about their role for the day. The manager fails to have an accurate understanding of a significant incident. Therefore, not all staff are aware of related risk assessments. This means risk assessments are ineffective.
- Staff do not communicate vital information about children in their care. This has a negative impact on children. For example, staff give children the wrong water bottles. Furthermore, children eat each other's food at lunchtime. This increases the risk to children of cross-infection and fails to promote their good health.
- The manager and deputy have a suitable understanding of how children learn and what the curriculum should look like. However, staff fail to implement this well, so that children make good progress in their learning. The deputy completes assessments about children's learning and shares these with staff and

parents. However, planning is disjointed and does not match children's abilities. Additionally, information is not shared appropriately to enable all staff to understand how to precisely help children with special educational needs and/or disabilities. For example, they are not aware of next steps in learning for children to help them make good progress.

- Teaching is weak. The interactions between staff and children do not help guide children's learning and provide them with enough challenge. Children demonstrate an interest in tape measures. Staff encourage children to measure themselves. They ask children if they are taller than their friends. Children respond knowledgeably. However, staff do not extend their learning further and the activity quickly ends. This fails to build children's concentration and does not promote their thinking skills because they already know the answer.
- The provider's systems for staff to improve their skills are ineffective. Training does not translate to more effective practice or knowledge. There is a focus on making paperwork better. This means that staff do not consider how to improve their interactions with the children.
- Children have some opportunity to express their creative abilities. They draw pictures and tell staff about their pictures. They play in the home corner, pretending to cook dinner.
- Parents receive regular updates about their child's learning, including the progress check at age two years. They say the staff are caring and help support children while they settle in when they begin attending.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has not met their registration responsibilities. They have failed to understand the seriousness of a significant incident and failed to report this to the regulator. Staff do not have a clear understanding of different types of safeguarding issues, in particular the 'Prevent' duty. This means concerns about children may not be identified swiftly. This is despite staff receiving training about a range of safeguarding matters. The designated safeguarding officer does understand their role to refer concerns should staff raise them.

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:

	Due date
train staff in the safeguarding policy and the local procedures, including the 'Prevent' duty, to ensure children receive the swiftest help	08/07/2022

ensure all staff are aware of hazards to children and how to manage these hazards, with particular reference to the supervision of children	08/07/2022
promote children's good health by ensuring they do not share drink bottles and food	08/07/2022
ensure staff have a clear understanding of their roles and responsibilities to meet children's needs and promote their safety and well-being	29/07/2022
improve the performance management programme to help staff to improve the quality of their interactions with the children	29/07/2022
ensure staff give children a language-rich experience to build on their communication skills	29/07/2022
help staff to use assessment information about children to guide development through stimulating interactions that match children's stage of development, including children with special educational needs and/or disabilities.	29/07/2022

Setting details

Unique reference number	EY496562
Local authority	Essex
Inspection number	10244362
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	16
Number of children on roll	17
Name of registered person	New Horizons Nursery School Limited
Registered person unique reference number	RP527569
Telephone number	07950966674
Date of previous inspection	25 January 2018

Information about this early years setting

New Horizons Nursery registered in 2015. The nursery employs five members of childcare staff, four of whom hold appropriate early years qualifications at level 3 and one who holds a level 6. The nursery opens from Monday to Friday during term time only. Sessions are from 9.15am to 3pm. The nursery receives funding for free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Elke Rockey

Inspection activities

- This was the first routine inspection nursery received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the deputy manager and has taken that into account in their evaluation of the nursery.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector talked to staff 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 deputy manager and the inspector carried out a joint observation of a spontaneous activity.
- 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.
- Children talked with the inspector during the inspection.

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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