

# Inspection of Horizons Nursery

654 Christchurch Road, Bournemouth, Dorset BH1 4BP

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Inspection date: 12 October 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision is inadequate**

Weaknesses in safeguarding compromise children's safety. Leaders fail to follow safer recruitment procedures to ensure that all staff working with children are suitable. Managers do not adopt effective monitoring or supervision of staff. This means staff do not fully understand their roles or responsibilities for safeguarding children. Staff can identify the signs that a child might be at risk of abuse. However, they do not know how to escalate their concerns to external agencies. This puts children at risk of harm.

Children arrive happy and eager to start their day. They are confident and settle quickly. Staff plan interesting activities to help children learn. However, staff do not have an accurate understanding of children's starting points so that they understand what children need to learn next and can ensure they make good progress. Despite this, children demonstrate motivation to learn and are keen to explore.

Children generally behave well and follow the rules and expectations of the setting. Staff teach them to value their similarities and differences, and they encourage children and their families to share their cultural identity and customs. For example, parents come into the nursery to share information about traditional food, clothing and songs with the children. This helps to promote a sense of belonging.

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

- Managers do not take appropriate steps to ensure that staff and children are safe in the event of a fire. Emergency exits are not kept clear, which could result in a delay in evacuating the building.
- Staff supervise children well to help avoid accidents. However, when these do occur, staff do not always record them effectively. Parents are not informed of accidents and injuries in a timely manner.
- Recruitment procedures are not robust. Managers do not follow up gaps in employment history or take appropriate references to ensure staff are suitable to work with children. This compromises children's welfare.
- Weaknesses in induction processes mean that new staff do not have a clear understanding of their roles and responsibilities. Managers do not ensure that induction training includes information about safeguarding to ensure staff know how to identify and report any concerns that a child might be at risk of abuse.
- Staff with lead responsibility do not ensure that staff fully understand the safeguarding policy and procedures. Staff do not know how to escalate their concerns about a child or allegation against a colleague should the designated safeguarding lead fail to make the appropriate referral.

- Staff focus their planning on developing children's social, physical and communication skills. However, due to weaknesses in identifying some children's starting points, staff do not have the information they need to plan the curriculum in a way that supports children's next steps and enables them to reach their full potential.
- Children learn to identify and manage risks for themselves. They join staff to risk assess the park and remind others to stay back from the swings. This helps build their confidence.
- Staff nurture children's spontaneous interests. For example, when going for a walk, children stop to watch a crane in action, and staff explain what is happening.
- Children enjoy group time. They listen intently to familiar stories and sing songs that help to develop their literacy and language skills.
- Staff provide fine motor activities to help children build their muscles in preparation for early writing. For example, children manipulate play dough with their hands, make marks on whiteboards and use pipettes to collect water.
- Children learn to be independent in preparation for school. Children put on their own shoes and coats and pour their own drinks.
- Parents speak positively about the nursery's welcoming, friendly staff. They comment that they value the flexible drop off and pick up times that suit their lifestyles.
- Staff provide one-to-one support for children they have identified as having gaps in their language development as a result of the COVID-19 pandemic. For example, they play games to support children to pronounce their words correctly and learn new vocabulary.

## Safeguarding

The arrangements for safeguarding are not effective.

The designated safeguarding lead has failed to ensure that staff have the skills and confidence they require to escalate potential concerns about children or allegations against staff. Leaders do not inform new staff of their safeguarding responsibilities when they join the nursery. Although most staff undertake safeguarding training, they do not know the nursery's safeguarding policy and procedures well enough to ensure children's welfare.

## 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:**

	<b>Due date</b>
ensure fire exits are kept free from obstruction at all times	13/10/2022

ensure all accidents are promptly recorded and shared with parents	13/10/2022
improve recruitment processes to ensure that all staff are suitable to work with children	28/10/2022
improve induction, monitoring and supervision procedures to ensure that staff fully understand their roles and responsibilities, with particular regard to safeguarding	28/10/2022
ensure all staff understand the safeguarding policy and procedures, with particular regard to when and how they should escalate their concerns to external agencies	28/10/2022
ensure that planning of the curriculum takes account of children's starting points to ensure they make good progress in all areas of learning.	28/10/2022

## Setting details

<b>Unique reference number</b>	2694524
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10257377
<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>	2 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Nenee Limited
<b>Registered person unique reference number</b>	2694522
<b>Telephone number</b>	01202042205
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Horizons Nursery re-registered in August 2022 as a limited company. It is located in Boscombe, Bournemouth. The nursery is open Monday to Friday, from 6am until 9pm, all year round. It is also open at weekends according to demand. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. There are seven staff who work directly with children, including the manager. Of these, four hold a relevant childcare qualification at level 3 or 4, one holds a level 2 qualification and two are unqualified.

## Information about this inspection

**Inspector**  
Lisa Large

## 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 manager and 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.
- Children communicated with the inspector during the inspection.
- 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 and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

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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