

Inspection of New Horizons Nursery School

Mottingham Hall Community Centre, 4 Mottingham Road, London N9 8DY

Inspection date: 5 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the nursery. They arrive and separate from their parents with ease. Children are excited to find out what they can join in with, and demonstrate high levels of motivation to explore and learn. For example, children are curious to experiment as they play with water and bubbles. They talk to staff about how they could add hot water to make the water warmer and make predictions as to how much they will need. Children use new vocabulary such as 'dissolve' and 'milky' as they describe the changes they notice as the bubbles disappear. Staff encourage children to problem-solve and extend their understanding of how and why things happen. Children benefit from a curriculum that leaders have designed to ensure they gain the skills and knowledge to be prepared for their next stage in learning. All children, including those that speak English as an additional language, make good progress in their development.

Children behave well. They build positive relationships with one another and the nurturing staff that care for them. Children are polite and courteous towards their peers. For instance, as they sit together to play with dough, they notice when their friend has dropped a rolling pin. Children kindly offer to pick it up and thank each other with beaming smiles. They take great pride in being helpful and form close bonds with one another.

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

- Staff promote children's independence. Children instinctively carry out tasks for themselves and manage their own self-care routines. For example, children hang up their bags and coats on arrival. They collect their own water bottles from their bags. Children concentrate and focus on opening and closing the zips and fastenings for themselves. They develop confidence in their capabilities, which supports their self-esteem and emotional well-being.
- Staff support children to learn mathematical concepts that are appropriate to their age. For example, children learn to estimate and accurately count objects. Staff talk to children about size, weight, volume, shape and position as they play. Children demonstrate their understanding of these concepts during play.
- Staff know children well and ensure that throughout the session each child has focused time spent on extending and developing their individual next steps in learning. However, staff do not always organise whole-group activities as effectively as possible. For instance, when delivering teaching to the whole group, staff spend lots of time answering the questions of children that are more confident. Therefore, children that may be shy do not have the same opportunities to express their thoughts and views.
- Staff encourage children to be creative. They provide opportunities for children to sing, listen to music, dance, paint, draw and make creations with dough.

Children make up new verses to familiar songs and take pride in teaching the words to their friends. They draw pictures of their families and favourite things, talking about their similarities and differences and describing the different marks they have made. Children develop their imaginations and ability to express themselves and make sense of the world around them.

- Staff use effective techniques to promote children's positive behaviour. They are gentle and nurturing in their approach and act as excellent role models. Staff help children understand how to take turns and manage their feelings. They support children to think about others and explain their expectations. Staff give clear instructions and let children know when there will be a change in the daily routine. As a result, children concentrate and play together harmoniously.
- Staff promote the importance of leading a healthy lifestyle. For instance, they talk to children about the healthy food they eat at snack time. Staff explain the impact that food has on giving us energy. They ensure children have plenty of opportunities for physical exercise and playing outside in the fresh air. Children warm up their bodies by copying an exercise routine and learning yoga moves before going outside. They notice their heart rates increasing and benefit from moving their bodies and being active.
- Leaders ensure parents are kept updated on their child's progress and share information about what children have been learning. They support parents to get any help they need in accessing support from external agencies where necessary. However, leaders have not fully established ways in which they can consistently support parents to continue children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake regular training to ensure they understand their roles in safeguarding children. They have good knowledge and awareness of different types of abuse and the signs and symptoms that a child may be at risk of harm. Staff know the procedures they must follow to record and report any concerns they might have about the welfare of a child. They understand what to do if they are worried about the conduct of any adults working with children. Leaders follow robust recruitment procedures to ensure the suitability of staff. They ensure the premises are secure and safe for children to play and learn.

What does the setting need to do to improve?

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

- strengthen the organisation of group activities to ensure that all children have equal opportunities to participate and communicate their thoughts and ideas
- review and enhance the support for parents to continue their children's learning at home.

Setting details

Unique reference number	2599024
Local authority	Enfield
Inspection number	10251516
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	13
Name of registered person	New Horizons Nursery School Limited
Registered person unique reference number	RP527569
Telephone number	02083518280
Date of previous inspection	Not applicable

Information about this early years setting

New Horizons Nursery School registered in 2020. It is situated in Enfield, London. The nursery is open Monday to Friday from 9am to 3pm, term time only. It provides funded early education for two-, three- and four-year-old children. There are three staff employed to work with children, all of whom hold early years qualifications at level 3.

Information about this inspection

Inspector

Alice M Roberts

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 viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children and staff at appropriate times 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023