

# Inspection of Horizons Nursery

654 Christchurch Road, Bournemouth, Dorset BH1 4BP

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Inspection date:

27 February 2023

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## **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**

Children enjoy using the varied range of resources available in the main playroom and can make choices about their play in this area. They practise their physical skills as they explore the soft-play structure and enjoy role play in the home corner. Children enjoy warm relationships with the staff and evidently feel safe with them. For example, they happily play a game with a member of staff and feel confident to ask for support. Children learn to share and take turns, and build friendships with one another.

Staff know their key children well and describe the progress they have made. They ensure that all children have the same opportunities to succeed. For example, they put individual education plans in place to support children with special educational needs and/or disabilities (SEND). They also provide effective support for children who speak English as an additional language to ensure that they can communicate and quickly acquire English. However, staff do not support children's learning as fully as possible. They are currently receiving support to improve their teaching practice and the quality of education, but changes are not yet fully embedded. Managers and staff do not provide a sufficiently ambitious and sharply focused curriculum to help children make the best possible progress. They miss opportunities to support children's learning, such as at lunchtime, and do not routinely teach children to use good manners despite leaders being aware of this area for development.

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

- Managers and staff have made positive changes since the last inspection. For example, they have increased their understanding of safeguarding. They have been receptive to external support with developing the educational programmes and the quality of teaching. However, they are still making changes and embedding these to ensure that teaching is fully effective and that all staff know how to support children's learning.
- The curriculum is not as ambitious as possible. It is also not focused sharply enough to plan fully effectively for what children need to learn before moving on to the next stage in their learning.
- Staff do not routinely encourage children to use good manners. Leaders have been made aware of this previously, but have not taken effective action to improve this. Children do not routinely say 'please' and 'thank you' at mealtimes or during play.
- Some staff do not take every opportunity to extend children's learning. For example, they do not use routine activities, such as lunchtime, as an opportunity to develop children's social skills. It is not fully valued as an opportunity for children to learn.

- Children are confident to approach staff for help and support. Staff and children interact well and have friendly relationships. Staff chat with children about their lives at home, talking about a new puppy, for example. Some staff use some basic sign language to help them communicate with children.
- Children listen and follow instructions well. At a martial arts session, they pay careful attention to the instructor and copy the movements that he demonstrates. They have friendly relationships with one another. Children learn to take turns and share, and play well with one another.
- Staff provide effective support for children who speak English as an additional language. They ask parents for words in their home language when their child first starts so that they can communicate with them, and also use visual cues. Staff value children's diverse home backgrounds. They teach children about a different country each month and parents come into the nursery to talk about their cultures. There is a varied selection of multicultural toys that help children learn about diversity.
- Managers and staff prioritise supporting parents as well as children and are dedicated to helping those who are in need. For example, they offer flexible and long opening hours to meet parents' individual childcare requirements. Staff work well with parents to ensure a shared approach to children's care and learning. They share information online and through discussions, and parents feel well informed about their children's progress.
- Managers are keen for children to be part of the local community. Staff take children out in the local area daily and make effective use of local facilities for extra-curricular activities, such as martial arts and dance. This ensures that children get experiences they may not have at home.

## Safeguarding

The arrangements for safeguarding are effective.

Managers have raised the profile of safeguarding in the nursery and staff have improved their understanding of how to protect children. All staff have recently attended training, which has updated their knowledge. Staff know the possible signs that a child is at risk of harm and know what to do if they have concerns. They are clear that safeguarding is everyone's responsibility and know how to escalate concerns themselves if the designated safeguarding lead does not take appropriate action. They keep the environment safe and secure. Children learn about stranger danger and wear high-visibility vests when going out to ensure that they are easily identifiable.

## 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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ensure that the curriculum is ambitious, more sharply focused on meeting children's individual learning needs and fully understood by managers and staff	22/05/2023
ensure that staff encourage children to use good manners as part of their personal, social and emotional development.	22/05/2023

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

- develop further the coaching of staff to embed their understanding of effective teaching and how to support children's learning
- make the most of every opportunity to support children's learning, with particular regard to routines such as lunchtime.

## Setting details

<b>Unique reference number</b>	2694524
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10275183
<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>	1 to 11
<b>Total number of places</b>	32
<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>	12 October 2022

## Information about this early years setting

Horizons Nursery re-registered in August 2022 as a limited company. It is located in Boscombe in Dorset. 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, five hold a relevant childcare qualification and two are unqualified but working towards relevant qualifications.

## Information about this inspection

### Inspector

Catherine Sample

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and deputy manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided at the nursery and at an extra-curricular activity and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector spoke to an external mentor who is supporting the nursery.

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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