

Inspection of New Horizons Day Care

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

Inspection date: 15 March 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy, engaged and show that they feel safe and secure. They show that they build good bonds with staff. Children follow instructions to sit for circle time and seek out staff when they need help or reassurance. Staff act as good role models for children. They are kind and approachable. Children build good levels of self-esteem, receiving lots of praise for their efforts and achievements. Staff provide a calm environment, with clear expectations for children's behaviour. Children benefit from this consistent approach. They gain the language they need to explain their feelings, needs and wants.

Children show increasing levels of attention, show curiosity in the world around them and display positive attitudes to learning. They confidently share their ideas to resolve problems and learn to take turns as they test out their ideas. Children eagerly use salt, sugar and water to try to melt ice before they use hammers to chip the ice away and release toy dinosaurs. They confidently answer staff's questions about how to use hammers safely and why they should wear goggles. Children learn about distance and use mathematical language to compare lengths. They consider the safety of other children as they practise running jumps outside. Staff use chalk to mark the distance jumped and children eagerly consider who jumped the furthest.

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

- Since the last inspection, the provider has recruited a qualified and experienced manager and made some staff changes. Together, working with the local authority, they have established a clear curriculum that helps children build on their knowledge and skills to prepare them for the eventual move to school. The ethos and curriculum are shared well with staff, who plan effectively for each child's individual stage of development.
- The manager and staff work well as a team. They are committed to providing children with meaningful and purposeful hands-on learning experiences. They take time to get to know the children well and reflect children's emerging interests in the activities they plan. Staff know what children need to learn next and share this information with parents. They provide parents with ideas to support children's ongoing learning at home. This united approach helps children to practise new skills and learning so that they are remembered securely.
- Staff understand the importance of reading stories to children. They read with good expression that captivates children's interest. Children listen well, answer questions about the story and show that previous learning is embedded. For example, they remember previous learning about volcanoes as they describe the changes to lava as it cools.
- Children hear staff use and introduce lots of new words that help them build a

wide vocabulary. For example, building on children's interest in dinosaurs, staff introduce a 'dinosaur invasion' activity. They make links to the ingredients children use to make play dough, to help them think about what they could use to release the dinosaurs from the ice.

- Parents are very positive about the nursery and staff. They state that they feel well informed about their child's day and what they need to learn next. Parents comment positively about the improvements made over the last 12 months and remark on what their child tells them about the activities they have enjoyed. They notice the progress their children make in building their self-confidence and independence.
- Staff have greatly improved how they support children's behaviour. However, at times, they do not acknowledge children's emotions and they direct children to share toys or resources, without sometimes understanding what has happened when there are rare minor disagreements. At other times, they overmanage turn-taking with groups of children. This reduces opportunities for children to gain independence in cooperating with others and resolving conflict.
- Staff adapt their interactions appropriately to support children who speak English as an additional language. They use pictures and single words to help build children's understanding. However, children do not hear or use their home language in the nursery. This hinders their progress in making connections with what they know and in developing confidence to speak in English.

Safeguarding

The arrangements for safeguarding are effective.

The provider ensures that safeguarding children is prioritised throughout the nursery. She ensures staff receive regular training and updates about child protection and safeguarding. Staff identify possible indicators of abuse and know the processes to follow should they have any concerns about a child's welfare. Staff demonstrate a good understanding of safeguarding issues, such as the risk to children of being exposed to extremist ideas and county lines operations. The provider follows robust recruitment processes that help to assure the suitability of adults working with children.

What does the setting need to do to improve?

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

- enhance staff's understanding of how to help children develop greater self-control to cooperate with their peers and manage disagreements peaceably
- enhance support for children who speak English as an additional language to hear and use their home languages in nursery, to boost their understanding and confidence to speak English.

Setting details

Unique reference number	2615938
Local authority	Suffolk
Inspection number	10238396
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 10
Total number of places	150
Number of children on roll	32
Name of registered person	New Horizons Day Care Ltd
Registered person unique reference number	RP908936
Telephone number	01638 428984
Date of previous inspection	5 April 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-age children. The setting employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including the manager who holds qualified teacher status.

Information about this inspection

Inspector

Gail Warnes

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their 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 inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views on the nursery with the inspector.

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