

Inspection of Horizon Childcare

Discovery House, Pynes Hill, Exeter, Devon EX2 5AZ

Inspection date: 26 August 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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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 good

The setting is an inviting, friendly and welcoming nursery with well-planned, naturally lit, open spaces for children to explore. Muted colours in each room create a calm and relaxing atmosphere for the children to learn and develop. The children have good access to two well-equipped outdoor areas which have activities which can be independently accessed. Children can enjoy physical play, using tricycles and scooters, and can also enjoy imaginative play in the mud kitchen areas, the music wall and the sand play areas. The staff rearrange the environment regularly so that it is interesting to the children who attend the setting.

Staff plan engaging activities that the children enjoy exploring and manipulating, for example, a spiced mud kitchen activity for mark making and a paper 'bridge' cutting activity to learn how to use scissors. Children are well-behaved and develop good relationships with their friends. They help each other to pack away, and they share toys and play together well. Staff support children's behaviour by encouraging them to be respectful to each other.

Partnerships and communication with parents are effective. Parents are very positive about the setting, commenting that their children love to come to nursery to learn new things.

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

- Children make good progress and staff celebrate their achievements. Key persons know their children well and share this knowledge with all members of staff so staff absences don't affect the children's experience.
- Leaders have good links with other providers who share the care of some of the children. This communication and shared knowledge support the progress and development of these children. Strong links with local schools help children have a positive transition in to primary school. Staff help the children prepare for this move, for example, by providing school uniforms in the role-play area and helping them to learn how to dress for school.
- Leaders plan an ambitious curriculum and ensure that all staff are aware of what they want the children to learn. Staff are well supported and are provided training which ensures they have access to good quality professional development.
- Practitioners have the responsibility of developing monthly planning in the classrooms. This planning takes account of the children's interests and, because of this, learning is successful and children make progress. Children have recently learned about the elements, for example, about earth during various mud play activities.
- Children go on exciting trips out to local sites to further support their learning

and development. They have recently learned about animal care at a recent trip to a 'Pets At Home' shop and about how the emergency services care for people during a visit to the local Coastguard.

- The lead practitioner for teaching and learning has developed effective interventions across all three rooms in the nursery. Targeted support is given to individuals and small groups and ensures that all children make progress. Recent small-group sessions have included children learning about the vocabulary, textures and tastes people experience when they go to the beach or on a picnic.
- Children are given time to prepare for any changes during the day. For example, they know in advance when an activity will be ending and can bring their play to a satisfactory conclusion. Calm music and lighting before 'nap time' helps the children prepare for this quieter time.
- The staff are patient, reassuring and supportive. They offer words of praise when children finish a task they have been working on. Staff use and model respectful interactions and this has a positive influence on the children's behaviour towards each other.
- Managers and practitioners have a good focus on the importance of language and developing a love of books and reading. However, at times, staff do not give children enough opportunity to contribute to discussions as they do not leave sufficient time for them to respond to questions.
- Mealtimes are calm and children enjoy healthy lunch and snack options. However, the organisation of mealtimes doesn't ensure that all children feel included.

Safeguarding

The arrangements for safeguarding are effective.

Leaders apply a rigorous and effective recruitment procedure to employ suitable staff. This system continues with regular suitability checks on all staff. The managers have created a thorough induction programme to ensure all new members of staff are confident and comfortable in their working environment and know what is expected of them with regard to safeguarding. Effective training and continued professional development ensure all staff remain up to date with current safeguarding requirements. Staff are confident in the safeguarding policies and procedures of the nursery and how to put these into practice. They know what steps to take and who to contact when a safeguarding issue occurs.

What does the setting need to do to improve?

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

- review the organisation of mealtimes to ensure all children feel included
- ensure younger children are given time to respond to questions and take part in discussions with staff.

Setting details

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| Unique reference number | EY497757 |
| Local authority | Devon |
| Inspection number | 10236778 |
| 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 | 0 to 5 |
| Total number of places | 55 |
| Number of children on roll | 135 |
| Name of registered person | Horizon Care (South West) Ltd |
| Registered person unique reference number | RP907548 |
| Telephone number | 01392 927892 |
| Date of previous inspection | 16 March 2017 |

Information about this early years setting

Horizon Childcare registered in 2016. It is situated in Pynes Hill Business Park in Exeter. The setting is open from 7am to 6pm, five days a week, all year. The setting employs 24 members of staff. The manager has a BA (Hons) in Early Childhood Studies and has early years teacher status. 10 members of staff hold qualifications ranging from level 3 to level 6. The remaining staff are unqualified. The setting is registered to receive funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector spoke with the practitioners and children during the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to parents and read feedback from them during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in 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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