

# Bright Horizons at Trafford

Bright Horizons at Trafford, 463 Stretford Road, MANCHESTER, M16 9AB

<b>Inspection date</b>	23/05/2013
Previous inspection date	28/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The rich, varied and stimulating environment, both indoors and outdoors, promotes learning and challenge and provides a strong base for children to manage risks and understand how to keep themselves safe and healthy.
- Staff are highly successful in involving parents in children's learning, and there are very well-established routes for frequent information exchange between parents and the setting.
- Key persons are highly skilled and sensitive, They help children to form secure emotional attachments and feel very secure within the environment. They have a superb knowledge and understanding of the children that they care for and skilfully support children in their next steps in learning.
- Staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and well-being.
- Partnerships with parents, other professionals and external agencies are exemplary and make a significant contribution to meeting the needs of all children. Transitions in and out of the setting are exceptionally well organised to promote continuity of care and learning.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the four playrooms and outdoor environment.
- The inspector held a meeting with the manager, talked to staff and key persons and carried out a joint observation with the manager of an adult led activity.  
The inspector looked at various documents, including planning, observation and assessment systems, children's records and evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of a parent spoken to on the day of the inspection.

## Inspector

Julie Kelly

## Full Report

### Information about the setting

Bright Horizons at Trafford was registered in 2007 and is one of a number of provisions run by Bright Horizons Family Solutions Limited. It operates from a single storey, purpose built premises in the Old Trafford district of Trafford. Children have access to four playrooms and an enclosed outdoor play area. The setting is open Monday to Friday from 8am to 6pm throughout the year, with the exception of bank holidays and a week at Christmas. It is registered on the Early Years Register. There are currently 132 children on roll. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 22 members of staff employed to work directly with the children. Of these, one holds an early years qualification at level 6, one holds an early years qualification at level 5 and two hold an early years qualification at 4. There are 14 members of staff who hold an early years qualification at level 3 and two are unqualified. One member of staff has Qualified Teacher Status and one member of staff has Early Years Professional Status.

The setting provides funded early education for two-, three-, and four-year-olds and has links with other providers of the Early Years Foundation Stage.

### What the setting needs to do to improve further

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

- build on the existing system of peer observation to further enhance the evaluation of staff's performance and constantly improve and build on their already first-rate practice.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children thrive and are highly motivated to learn as they participate in activities designed to capture their imagination and interests, in this exceptionally high quality setting. As a result, they consistently demonstrate the characteristics of effective learning. Teaching techniques are consistently strong across the setting and successfully reflect children's interests. Staff skilfully build on children's home based knowledge and experiences and provide further opportunities for progression. They work extremely well together and consistently combine their skills and knowledge effectively to plan a rich, stimulating and exciting environment. Furthermore, they have a superb knowledge of the Statutory framework for the Early Years Foundation Stage and how children learn, which is evident as they support children's learning throughout the day. Plans link to individual learning for

each child and are flexible to take account of children's interests and spontaneous ideas. For example, children's interest in pirates inspires children to write and draw as they make treasure maps, use their imagination as they build a pirate ship with pieces of fabric and wooden tubes outdoors and create their own 'treasure island' with small world toys.

Babies and children have a strong exploratory impulse which is significantly enhanced because staff provide a wealth of interesting resources and materials for them to investigate. Babies explore an extensive range of resources to investigate using all their senses. For example, musical instruments, treasure baskets and mirrors and they have a wonderful time as they stand in a tray full of 'gloop', squealing excitedly as it squeezes through their toes. Older children have access to an outside tap where they collect water to mix with soil to make 'pies', 'stews' and 'soup' in the 'mud kitchen'.

Staff place an extremely strong emphasis on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that provide them with a firm foundation for their future learning. Children develop their social skills as staff teach them to play cooperatively, take turns, share resources, and collaborate in their play. For example, children work together as they build large construction models and discuss which bricks would be the best to use to make a tall tower.

Staff capitalise on every opportunity to develop children's language skills throughout the setting. They are highly skilled in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. Consequently, children are thoroughly engrossed in their play and demonstrate high levels of concentration. For example, staff support children to find out how to lift up buckets of water using a pulley system. They fill the buckets and pull the string to raise it to the top, and watch in anticipation as the water pours out and makes the water wheel go round. Staff extend children's mathematical language as they talk about 'full', 'empty', 'heavy' and 'light' and teach children to learn through trial and error as they experiment with objects that sink and float. Staff make excellent use of the 'Letters and Sounds' phonics programme to develop children's ability to tune into sounds, listen and remember sounds and talk about sounds. Older children are involved in the more advanced aspects of the programme and take part in planned daily sessions with their key person. They thoroughly enjoy the multisensory activities planned by staff which keep them motivated and reinforces their learning. For example, children competently demonstrate their ability to blend and segment words as they find the correct items to 'feed' to the robot.

Gestures and visual clues are also used effectively to enhance early language skills and support children with special educational needs and/or disabilities. Stories are brought to life as staff encourage children to collect props, such as small world people, a toy bear and mud to further support their understanding and enjoyment of the 'bear hunt' story. As a result, children develop a genuine love of books and are equipped with the knowledge and skills to enable them to use their imagination to act out their favourite stories. Staff point out words to children and encourage them to move their finger along the sentences from left to right. This has a significant impact on children's literacy skills and helps them to understand that print carries meaning. Children who speak English as an additional language participate fully in the setting day as strategies to help them develop their

language and communication skills are implemented. For example, staff work extremely closely with parents to learn and use key words in their home language and words from different home languages are displayed on the walls.

The well-organised environment, both indoors and outdoors, enables children to have the freedom and space to explore and be physically active. Children develop their large muscle control and coordination as they climb, jump in and out of tyres, run up and down the hill and ride wheeled toys outside. Babies have room indoors to pull themselves up to a standing position, cruise along the furniture, roll, stretch and reach. Staff support babies to develop their small muscle control by providing them with objects they can pull, push, squeeze and hold. Older children develop their small muscle control as they manipulate dough, use pencils, crayons, pens, thread beads and use of scissors.

Accurate, precise observations, assessments and photographs are included in children's records of development. A comprehensive and highly effective tracking system monitors children's progress in relation to their starting points. The system enables key persons to easily identify children's strengths and areas where more development is needed. Therefore, interventions are timely and any gaps in learning can be quickly addressed. All progress records are maintained to a high standard and are readily accessible to parents. Parents are invited to share children's learning experiences and they receive information about topics and ideas for related learning activities at home. For example, they are given activity sheets explaining that by threading straws on to pipe cleaners, children develop the physical skills they need to be able to write in the future. There are also informative meetings, workshops and leaflets for parents explaining how play relates to the early learning goals and children's steps towards them. The outstanding partnership between the setting, parents, external agencies and other providers ensure children's needs are quickly identified and exceptionally well met. The highly successful strategies in shared learning ensure children are extremely well prepared for the next steps in their learning and school.

### **The contribution of the early years provision to the well-being of children**

An exceptionally well-established key person system and the highly effective deployment of staff enables children of all ages to form strong, secure emotional attachments. Staff's knowledge of their key children and their commitment to nurturing the well-being of every child in their care is phenomenal. This successfully promotes their developing independence and exploration. Babies actively seek out their key person for comfort and cuddles when they need reassurance, are tired, hungry or have just woken up from their afternoon nap. Key persons are always close by and respond quickly and sensitively to children's individual needs to ensure they are comfortable at all times. Displays of children's work and family photographs, enable staff to talk to children about significant people in their lives and makes them feel valued and respected. Staff organise meal times extremely well to ensure that children have the opportunity to collect their own cutlery, cups and plates and serve their own food. As a result, children consistently demonstrate high levels of independence and confidence. Children learn about expected levels of behaviour from the positive role modelling of staff and from each other. Children's

behaviour is exemplary because staff provide them with clear and consistent boundaries and help them to learn to manage their own feelings. Effective settling in procedures and the highly sensitive interaction of staff ensure that children who are new to the setting develop a strong sense of belonging. There are excellent systems in place to support children as they move rooms, for example learning records are shared with the new key person and taster visits are organised which promotes a highly effective seamless transition process.

Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Children display high levels of confidence with day to day routines and understand the procedures in place to ensure they are kept safe. Staff ensure that children are able to manage their own risks by providing them with opportunities and the freedom to take controlled risks as they play outdoors. For example, they teach children how to ride down the hill on a bicycle safely and make sure there is no one at the bottom before they set off. Some children take the bicycles up the hill, but after careful consideration decide that they are not able to do it because they do not feel safe or confident enough. Staff use a cuddly toy known as 'Candy Floss' who watches over children as they play and children competently explain that he is there to remind them not to put small things in their mouth.

Staff promote good health and well-being in a variety of different ways, for example, all children have free-flow access to outdoor provision where they enjoy the benefits of physical exercise and fresh air. Staff are flexibly and appropriately deployed to respond to the flow of movement of children between indoors and outdoors. Children are provided with a wide variety of nutritious meals and snacks which are carefully planned to ensure they access a healthy balanced diet. The setting has received the 'Healthy Eating' award and staff use the guidelines to consistently promote children's understanding of making healthy choices. Information is gathered from parents on entry about children's specific nutritional requirements and allergies and there are meticulous procedures in place to ensure that each child's individual dietary needs are met.

Children develop an extremely good understanding of their own self-care and the importance of good health as they independently help themselves to tissues to wipe their nose and instinctively know to wash their hands before handling food or after visiting the toilet. Children acquire a range of self-care skills through precise teaching and confidently demonstrate their ability to put on and take off aprons and fasten their own coats. Children thoroughly enjoy helping with tasks, such as tidying up resources and sweeping up sand which successfully develops their independence and sense of responsibility.

### **The effectiveness of the leadership and management of the early years provision**

Leadership is inspirational and the robust process of self-evaluation is extensive and highly effective in ensuring that the setting continues to improve. The manager and staff place a strong emphasis on maintaining high levels of achievement for all children and focus on the impact of teaching on children's learning. Staff reflect on their practice on a daily basis

and the environment and resources are continually adapted to ensure it meets the individual needs of the children attending. Strengths and weaknesses are clearly identified and systems are in place to secure continuous improvement, including the ongoing review of planning, observation and assessment procedures. Staff, children and parents are fully involved in the process and their views are actively listened to and their ideas and suggestions are implemented. For example, staff consulted with parents about changes they wished to implement regarding the re-grouping children into two age groups and the reorganisation the rooms. Although initially some parents were slightly apprehensive, they agreed to work together with staff and then evaluate how the new system was working. The change has been extremely successful; children have time to settle with key persons and there are fewer transitions within the setting, which has had a significant impact on the well-being of all children.

Effective systems are implemented to enable staff to continually evaluate their practice. High quality systems for professional supervisions are in place, based on staff's self-appraisals and discussions during one-to-one meetings with the manager. However, the system of evaluation of staff performance through peer observation is less well developed in order to encourage staff to learn through honest and critical reflection. Staff have access to high quality training to ensure they continually update their knowledge and skills. They attend training tailored to their individual professional development needs provided by the company and local authority as well as 'in-house' training delivered by the manager.

Rigorous monitoring of observation, assessment and planning by the manager ensures children continue to make progress in all areas of learning. Interventions are sought at the early stages for groups of children at risk of falling behind their peers or achieving below their expected level of development. Staff subsequently adapt their planning to incorporate further activities to support those children and the areas of learning identified. As a result, children's individual needs are consistently met through early involvement of relevant external professionals and agencies.

Risk assessments and safety checks are robust and regularly reviewed so that children can move safely and freely in the indoor and outdoor environment. Highly comprehensive systems are in place for recruitment of staff, along with induction of new staff and apprentices, in order to protect children. Staff receive regular updated training in safeguarding and have an excellent understanding of procedures so that they can manage any concerns they may have about a child's welfare or the behaviour of any member of staff, so children are fully safeguarded.

Children learn about the transition to school through discussions, activities and visits to the setting from teachers. The excellent transition document devised by the setting is completed prior to children's move to school, so that reception class teachers are fully informed of children's stage of development and also find out about their likes, dislikes and interests from comments made by children, staff and parents.

Highly effective partnerships with parents and other providers ensure that children's needs are quickly identified and exceptionally well met. Children who require the involvement of external professionals are supported by staff at the highest level because of their

outstanding understanding of the importance of partnership working. Parents receive a wealth of information regarding the service and educational programmes; they are fully involved in their children's learning and continuously informed of their progress. Highly complimentary parent feedback during the inspection highlights they are delighted with the service they receive and are incredibly happy with how well their children are progressing. They state that staff are 'warm and welcoming' 'take time to talk to them about what children have been doing' and they know that their children are happy, well cared for and safe.



## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY361168
<b>Local authority</b>	Trafford
<b>Inspection number</b>	916893
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	70
<b>Number of children on roll</b>	132
<b>Name of provider</b>	Bright Horizons Family Solutions Ltd
<b>Date of previous inspection</b>	28/02/2011
<b>Telephone number</b>	0161 848 5880

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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