

Bright Horizons Crewe Day Nursery and Preschool



Crewe Business Park, Coppicemere Drive, Electra Way, Crewe, Cheshire, CW1 6GZ

Inspection date

1 March 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

Effectiveness of the leadership and management

Good

2

Quality of teaching, learning and assessment

Good

2

Personal development, behaviour and welfare

Good

2

Outcomes for children

Good

2

Summary of key findings for parents

This provision is good

- The managers have a clear vision for the nursery and share their aims with all staff. They seek detailed feedback from parents through surveys. Staff share their ideas for improvement and make action plans in each room. Children's views are sought through a children's council. The company who operates the nursery also rigorously monitors all areas of practice.
- Staff have worked hard to provide more opportunities for children to learn outside and develop their physical skills. There is good investment of resources to continually develop learning opportunities outside. Children enjoy outdoor activities. They take part in parachute games and squeal with delight when the parachute moves their hair.
- Teaching has a strong emphasis on encouraging children to be well behaved, polite and well mannered. Staff also actively encourage children to have positive attitudes towards others. Children show a keen interest in learning about the customs of St David's Day. They learn about the association of daffodils to Wales and draw pictures of daffodils.

It is not yet outstanding because:

- Staff's teaching and organisation of group times does not fully promote all children's concentration skills. Some children lose interest. They become distracted by background noise or when the activity is too long.

What the setting needs to do to improve further

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

- help staff to develop their teaching skills during group times to increase children's levels of engagement and motivation, and further promote their concentration.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- The inspectors read parents written feedback and took account of their views.
- The inspectors completed two joint observations with the deputy manager.
- The inspectors held meetings with the nursery manager, deputy manager, area manager and quality assurance manager. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Scott Thomas-White and Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There is strong culture of protecting children from possible abuse and neglect. Staff receive a wealth of training in all aspects of child protection. All staff know the signs of abuse and how to report any concerns about the welfare of children. The managers regularly review staff practice through observations, supervisions and appraisal meetings. Managers use information from their monitoring of children's learning to consider what staff training needs are. This has a positive impact on teaching and learning. For example, staff have attended science training and incorporate what they have learnt into their teaching of mathematics to help enhance children's mathematical skills.

Quality of teaching, learning and assessment is good

Staff carefully plan for each child. They are successfully implementing the new assessment systems to observe children's learning and check their rate of progress. Staff's teaching is strong and occasionally inspirational. During science activities in the pre-school room children learn how to use pipettes to measure millilitres. They extend their understanding of words, for instance, they learn that reaction means when two chemicals have an effect on each other. Children observe what happens when they mix food colouring with bicarbonate of soda. Staff actively involve parents in children's learning. They share detailed information with parents on children's progress and how to continue their learning at home. Parents are also encouraged to contribute to children's assessments. Staff are dedicated to working with other professionals. They use their advice in their own teaching to help support children who have special educational needs and/or disabilities.

Personal development, behaviour and welfare are good

Overall, staff promote children's hygiene effectively through well-established routines, such as handwashing before mealtimes. The food provided for children is nutritious and encourages children to try new foods. Mealtimes provide an opportunity for children of all ages to develop their independence. Babies learn how to feed themselves. Toddlers scrape their own plates when they have finished. Pre-school children serve their own food and pour their own drinks. Staff skilfully promote children's safety and teach children how to follow safety rules, such as not walking backwards. They use the company mascot, 'Candyfloss' to reinforce safety rules and nominate an older child to be the safety officer for the day. This develops children's skills of identifying possible hazards. Staff carefully plan children's move to the next room with parents. They share detailed information with the new key person and give children plenty of time to settle in their new environment.

Outcomes for children are good

All children make good progress in their learning, including those children who have English as an additional language. Some of the most able children are achieving beyond what is expected. Younger children are confident communicators. Babies make sounds as they play and are starting to say their first words. Toddlers explore making animal sounds, such as 'moo'. Older children are learning the skills they need for school. They are able to persevere to overcome difficulties, such as using pipettes to draw up food colouring.

Setting details

Unique reference number	EY492003
Local authority	Cheshire East
Inspection number	1022304
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	104
Number of children on roll	107
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	Not applicable
Telephone number	01270254664

Bright Horizons Crewe Day Nursery and Preschool was registered in 2015. The nursery employs 25 members of childcare staff. Of these, two hold appropriate early years qualifications at level two, 17 at level 3, two at level 5, one at level 6 and two hold a qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

