

# Bright Horizons St Mary's Day Nursery and Preschool



18 Marcham Road, ABINGDON, Oxfordshire, OX14 1AA

<b>Inspection date</b>	23 August 2017
Previous inspection date	4 July 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
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

- Leaders and managers have supported staff successfully to make steady and effective improvements since the last inspection. They monitor and support staff well to help them improve their practice and qualifications, to achieve good-quality teaching.
- Staff are confident and knowledgeable about their roles and responsibilities. They make effective use of their observation, assessment and planning processes to help children make good progress in preparation for their next stages in learning and for school.
- Key persons know their children well. They are attentive to children's individual needs and to help them feel secure and comfortable.
- Staff support and challenge the most able children successfully and they have high expectations of what all children can achieve.
- Staff provide many opportunities to reinforce and challenge children's mathematical understanding to prepare them well for their future learning.

### It is not yet outstanding because:

- Staff in some rooms do not make the best use of opportunities to demonstrate and encourage early writing skills.
- At times, staff in the room for children aged over two years do not manage lunchtime routines effectively to maintain children's interest and prevent them becoming restless.

## What the setting needs to do to improve further

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

- support staff to develop children's early writing skills consistently across the nursery to encourage children to experiment with, and give meaning to, the marks they make
- review the organisation of lunchtime routines in the room for children aged over two years to help them engage purposefully during these times.

### Inspection activities

- The inspectors observed activities with all age groups, indoors and outdoors.
- The lead inspector completed a joint observation with the deputy manager.
- The inspectors talked to leaders, managers, staff, parents and children at appropriate points throughout the inspection, and held meetings as needed.
- The inspectors looked at planning documentation and children's assessment records.
- The inspectors checked evidence relating to the suitability of staff, their qualifications and training records, the nursery's self-evaluation process and feedback from parents.

**Inspector**  
Gillian Little

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders, managers and staff have a clear understanding of their responsibilities and know what to do if they have concerns about a child's welfare. They ensure that the premises are secure and they follow effective safety procedures to help reduce the risk of accidents and injury. Leaders, managers and staff evaluate their practice accurately and effectively, and they take successful steps to improve outcomes for children. For example, following training to improve the teaching of reading skills, staff in the pre-school room provide high-quality activities to support children's understanding of sounds and letters. Leaders and managers ensure that all persons working with children are suitable and they address any underperformance swiftly.

### Quality of teaching, learning and assessment is good

Staff work well with parents to find out about children's interests and capabilities on entry to the nursery, and they build on these effectively to help children progress well. They guide parents to support their children's learning at home successfully and they work well in partnership with other settings that children attend to encourage consistency. Staff teach children a wide range of skills and challenge their thinking well. For example, they use skilful questions to encourage children to predict what might happen next, to retell stories, to use mathematical vocabulary and to extend their counting skills.

### Personal development, behaviour and welfare are good

Staff work particularly well together to ensure that the key-person system enables children to form secure attachments and to feel safe. They help children to learn about the importance of safe and healthy lifestyles, for example, by teaching them to rest and sleep to gain more energy when they are tired. Staff model good behaviour successfully to help children behave in a positive way and to form successful relationships. They help children to respect people who are different from themselves and they work well with parents to support children who are learning English as an additional language. Staff follow well-established procedures to provide children with an appropriate and healthy diet for their individual needs, and to tend to any medical requirements.

### Outcomes for children are good

Children are polite, they behave well and learn helpful skills for independence, ready for school. Where gaps in learning exist, children make steady progress to catch up as much as possible. The most able children achieve high rates of progress. For example, younger ones respond well to mathematical challenges to find and count a specified number of objects, while older children can explain how to categorise aspects of the natural world. Children become confident communicators and they develop a secure understanding of sounds and letters to support their reading skills.

## Setting details

<b>Unique reference number</b>	EY458407
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1095945
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	114
<b>Number of children on roll</b>	178
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	4 July 2016
<b>Telephone number</b>	01235534114

Bright Horizons St. Mary's Day Nursery and Preschool registered in 2013. It is run by Bright Horizons Family Solutions Limited and is one of 309 settings. The nursery is located in Abingdon, Oxfordshire. It is open each weekday from 7am to 6.30pm, all year, with the exception of bank holidays and a week between Christmas and New Year. The nursery receives funding for the provision of free early education for children aged three and four years. It employs 49 staff, 33 of whom hold relevant qualifications, including staff who have attained qualifications at levels 2, 3 and 6.

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