

Bright Horizons Witan Gate Day Nursery And Preschool



1 Eelbrook Avenue, Bradwell Common, Milton Keynes, MK13 8RD

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| Inspection date | 5 March 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Babies and younger children do not have enough opportunities to build bonds with consistent staff each day. These children become unsettled, which has an impact on their well-being and their development.
- The manager does not monitor staff practice thoroughly to identify when teaching is less effective. Staff do not receive clear guidance to enable them to deliver teaching which is consistently good. Not all children make as much progress as they could.
- Staff do not consistently make precise assessments of each child's learning. They do not consistently plan activities that challenge the older and most able children. Staff do not make the best use of opportunities to teach children how to stay safe, such as the risks associated with eating while walking and moving.

It has the following strengths

- Staff help children to learn about the benefits of a healthy lifestyle. Children have plenty of fresh air, healthy food and sleep, to sustain them through a busy day at nursery.
- Staff are suitable role models. They show children how to be polite and kind to each other. Children behave well.
- Staff provide parents with support so that they can continue children's learning at home. For example, they lend them resources and invite them in to find out more about how children learn.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

| | Due Date |
|---|-----------------|
| ■ improve key-person arrangements to ensure that children settle well and that there is a consistent approach to meeting their needs | 01/04/2018 |
| ■ monitor the quality of teaching effectively to provide staff with training, support and coaching, to raise the quality of teaching to a consistently good level | 01/05/2018 |
| ■ monitor children's progress precisely and use this information to deliver learning experiences that provide good levels of challenge for all children, including the older and most able. | 01/05/2018 |

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

- make full use of opportunities to teach children how to manage risks and keep themselves safe.

Inspection activities

- The inspector observed children and staff, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector took account of parents' and children's views.
- The inspector looked at a sample of documentation, including policies and children's records.

Inspector
Sarah Holley

Inspection findings

Effectiveness of the leadership and management requires improvement

Although the manager regularly evaluates the provision and monitors children's progress, she has not identified areas of weaker practice, such as the need for closer monitoring of practice and the impact on babies' well-being of frequent changes to staffing and their key person not being consistently available to meet their needs. Safeguarding is effective. Leaders follow robust procedures to ensure that the staff they employ are suitable to work with children. Staff know how to raise any concerns about a child's welfare. Staff place a high importance on keeping children safe. For example, they supervise them closely when they arrive and depart, and as they move around different rooms within the nursery.

Quality of teaching, learning and assessment requires improvement

Staff do not have high enough expectations of older children's capabilities. Children engage at a routine level, often not focusing on any activity for prolonged periods. Although staff supervise children closely, they do not extend older children's learning consistently beyond what they already know. For example, they miss the chance to help children understand how to play safely with real food in the 'home corner'. Staff make regular observations on children, although there are inconsistencies in their accuracy. The manager is supporting staff to improve this aspect of their practice. When babies and younger children settle, they enjoy experiences that support their development. For example, they enjoy joining in with singing and action songs that support their developing language skills. Staff support babies' developing hand-to-eye coordination appropriately, for example, as they play passing games with colourful toys.

Personal development, behaviour and welfare require improvement

Inconsistencies in staffing arrangements result in some babies and younger children becoming very unsettled at the beginning of the day. Although staff are kind and reassuring to these children, they are not able to help them to settle swiftly, which has a negative impact on those children's confidence. However, older children show more secure attachments to staff. For example, they enthusiastically greet the manager when she enters the room and are full of smiles as they talk to her. Staff ensure that children have daily opportunities for outdoor play. For example, they move around the outdoor space using the climbing frames and wheeled toys.

Outcomes for children require improvement

Children do not make the progress of which they are capable. However, overall, children gain some skills in preparation for their future learning, including the move to school. Babies develop their physical skills, as they grasp toys and move around the room. Older children learn to manage their own needs, such as when putting on their coats and washing their hands. They learn about life in different countries to help their developing understanding of diversity.

Setting details

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| Unique reference number | EY548526 |
| Local authority | Milton Keynes |
| Inspection number | 1126076 |
| 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 - 4 |
| Total number of places | 101 |
| Number of children on roll | 44 |
| Name of registered person | Bright Horizons Family Solutions Limited |
| Registered person unique reference number | RP901358 |
| Date of previous inspection | Not applicable |
| Telephone number | 01908 049028 |

Bright Horizons Witan Gate Day Nursery And Preschool registered in 2017 and is situated in Milton Keynes. It is open from 7.30am to 6.30pm from Monday to Friday throughout the year. The provider employs eight members of staff. The manager holds a qualification at level 7 and all other staff hold relevant childcare qualifications. The provider is in receipt of funding to provide free education to children aged two, three and four years old.

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.

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