

Bright Horizons Chesham Bois Day Nursery And Pre- School



107 Bois Moor Road, Chesham, HP5 1SS

Inspection date	25 April 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:

- Staff do not always make sure that their observations and assessment of children's learning are accurate. They do not use the information gathered efficiently to target teaching where it is most needed to help children make the best progress.
- Some of the staff do not challenge children as much as possible during activities, which hinders their learning and how much progress they make.
- At times, some of the children engage in unwanted behaviour and are not given clear enough support and guidance by staff to promote their personal, social and emotional development.

It has the following strengths

- Most children settle quickly into their play and they all receive warm, caring support from staff.
- The staff develop positive relationships with parents and work well with them to meet each child's specific needs, particularly regarding care routines.
- Children are enthusiastic learners and the environment is inviting to them. This enables them to make decisions about how and what they do.

What the setting needs to do to improve further

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

	Due Date
■ strengthen the use of observation and assessment to more accurately reflect children's progress and identify their ongoing learning needs	26/06/2018
■ increase the level of challenge in activities to promote children's individual learning more effectively.	26/06/2018

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

- provide consistent support for children to manage their unwanted behaviour and understand boundaries and expectations so that noise levels do not become excessive within the rooms.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning both indoors and outdoors.
- The inspector sampled a range of documentation, including children's care and learning records, staff records and the complaints log.
- The inspector talked to a parent who was available on the day of the inspection and took account of their views.
- The inspector carried out two joint observations with the manager and support manager.
- The inspector held discussions with the managers, staff and senior management throughout the inspection.

Inspector

Lisa Watson

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding arrangements are effective. Staff understand their key responsibilities to keep children safe. Recent improvements to security mean that children are safe within the building. The nursery has very recently undergone a re-organisation of rooms to make better use of space. Children are clearly enjoying their new rooms and the additional resources now provided for them. The management team have a clear action plan in place to tackle recent issues such as staffing. They are aware of weaknesses in the children's learning records and assessments of progress but have not yet implemented strategies to address these issues. They have, however, brought in support staff to act as role models and to help to strengthen practice in all rooms. Staff have not yet had time to fully embed these new practices and it is too early to assess the impact of these on the children's learning. Partnerships with parents and other professionals, such as special educational needs support, work well and benefit the children's welfare and learning.

Quality of teaching, learning and assessment requires improvement

Staff interact well with the children throughout the nursery but their teaching is not consistently good. Some children need more challenge during activities and through questioning to fully capture their interests and take them forward to the next stage in their development. For instance, children enjoy blending different coloured paints to create new colours and count aloud how many squirts of paint they need. However, staff do not make the most of opportunities to encourage children's learning. They do not support children to think critically about the patterns they have made with hand prints or use more complex mathematical skills beyond counting one to three. At times, staff set out activities, such as a shop, to support imaginative play. However, they do not follow it through by acting out experiences with the shop resources to encourage toddlers' exploration and learning.

Personal development, behaviour and welfare require improvement

Staff are caring and provide comfort to help children settle and feel secure. In the baby room, staff endeavour to follow care routines already established to provide consistency. Staff have caringly put photographs of babies and examples of their creative efforts on display. This helps create a sense of belonging following the babies recent move to another room within the building. Most snack and meal times are positive social experiences for all age groups. The pre-school children now serve themselves at meal times, giving them some ownership about their meals, as well as independence. The food is nutritious and menus planned to support all dietary needs appropriately.

Outcomes for children require improvement

Children are mostly making steady progress in their learning in readiness for the next stage of their education. They gain important skills such as independence and self-care. For example, they learn how to put on and then hang up their own coats, while special helpers in pre-school assist staff in setting the table for lunch. Babies receive caring support to develop key skills such as crawling and pulling themselves up to a standing position.

Setting details

Unique reference number	EY543109
Local authority	Buckinghamshire
Inspection number	1134119
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	68
Number of children on roll	69
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	Not applicable
Telephone number	01494 412175

Bright Horizons Chesham Bois Day Nursery And Pre-School registered in 2017. It is part of Bright Horizons Family Solutions Limited. The nursery operates from a two-storey building in Chesham, Buckinghamshire. The nursery is open Monday to Friday from 7.30am until 6pm, all year round except during Christmas, New Year and bank holidays. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs a team of 21 members of staff. Of these, 11 hold relevant childcare qualifications at levels 3 and 2, three are in training to level 3 and seven are unqualified.

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