

Bright Horizons Brentford Day Nursery and Preschool



The Old School Building, The Ham, Brentford, TW8 8HF

Inspection date

2 May 2018

Previous inspection date

15 November 2017

	This inspection:	Requires improvement	3
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
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 ensure children in the pre-school room have the opportunity to be consistently engaged and challenged through a wide range of interesting, well-planned activities to help them extend their learning.
- The arrangements to support children who speak English as an additional language, and those who have special educational needs (SEN) and/or disabilities, are not implemented consistently to help all children to make the best possible progress.
- At times, staff do not organise routines well enough for older children. They become restless waiting to move between their learning experiences, particularly after lunch.

It has the following strengths

- The manager aspires to provide a better-quality provision. She has started to work very closely with the management team and the local authority to support and train staff to ensure the quality of teaching is maintained to a high level consistently.
- Partnerships with parents are a key strength. Parents are very well informed about their children's development and achievements. They are encouraged to continue children's learning at home and state that they feel well informed.
- Children are happy, confident and develop good levels of self-esteem.

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 the quality of teaching in the pre-school room to provide a broader range of activities that captures children's interests and extends their learning. 02/06/2018

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

- support staff to develop a greater understanding of how to provide consistently learning opportunities for children who speak English as an additional language, and for those who have SEN and/or disabilities
- review the organisation of routines in the pre-school room to reduce the time children have to wait before they can engage in meaningful daily routines and activities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held meetings with the manager and the management team. She looked at relevant documentation, such as staff suitability checks and records of children's progress.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents and took account of their views.

Inspector

Laxmi Patel

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff have a clear understanding of safeguarding issues and how to assess risks to children. Staff complete regular training, such as safeguarding, to keep their knowledge up to date. They supervise children appropriately, and record and share details of accidents with parents. The manager has addressed actions raised at the last inspection and recognises there are weaknesses in the quality of teaching. However, she has not taken sufficient action to bring about consistent improvements to raise outcomes for all the children to a good level. The manager monitors children's progress closely and identifies where groups of children may be at risk of falling behind. However, she does not recognise the support required to help older children, and those needing additional help, to catch up in their development.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Younger children are progressing well, but older children do not all make the progress of which they are capable. Staff working with older children do not support their learning well enough. Sometimes, older children lose interest in planned activities, as these do not provide enough challenge and interest. Staff do not make enough use of what they know about how children learn, to engage them effectively. However, staff complete assessments of children's development and provide some appropriate learning experiences across all areas of learning. Staff plan good opportunities for babies to explore sensory experiences, such as paint, sand and natural resources. Staff help the younger children to persevere with tasks to help them become independent and to learn how to resolve problems.

Personal development, behaviour and welfare are good

Staff promote children's personal, social and emotional development well. They create a welcoming environment and children separate from parents happily. A gradual settling-in procedure helps children feel emotionally secure from the start, and an effective key-person system helps them to form secure attachments. Staff are good role models for children. They praise children and encourage them to 'have a go' at small tasks. Children behave well. Staff talk to them about keeping safe, such as when they go down the stairs for outdoor play. Children's good health is promoted well. They have regular opportunities to be physically active, indoors and outdoors.

Outcomes for children require improvement

Younger children develop good language skills. They learn new words, and sing songs and rhymes. Older children develop some of the skills they need for school. They are confident communicators and listen and follow instructions. Children learn to count and use number in their play, although sometimes they lose concentration during activities. However, children who speak English as an additional language, and those who have SEN and/or disabilities, do not receive the support they need to make good progress.

Setting details

Unique reference number	EY493799
Local authority	Hounslow
Inspection number	1135074
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	72
Number of children on roll	67
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	15 November 2017
Telephone number	02088473799

Bright Horizons Brentford Day Nursery and Preschool registered in 2015. It is situated in the London Borough of Hounslow. The nursery operates each weekday from 8am to 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. The provider employs 12 staff, eight of whom hold an early years qualification at level 3 or above.

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