

# Bright Horizons Croydon Day Nursery and Preschool

48 Sydenham Road, Croydon, London, CR0 2EF



**Inspection date** 23 May 2018  
Previous inspection date 12 May 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Although the new manager has identified weaknesses in assessment and planning for children, and is active in addressing the issues, the quality of teaching and learning is not consistent. As a result, some children are not making good progress.
- Systems to monitor the quality of teaching and offer effective support to staff are not fully in place to help staff improve their skills and raise learning experiences for children. A key-person approach is in place, although continuity for children is not fully consistent due to recent changes in staffing.
- Staff do not ensure good hygiene is consistently promoted to support children's health and well-being.
- At times, transitions between some activities are not well managed, particularly in the older age-group room after lunchtime. Children become a little noisy and unsettled.

### It has the following strengths

- Children are very independent, even from a very young age. Babies are encouraged to feed themselves, while older children are supported as they serve their own food.
- Partnership with parents is effective. Staff share a range of information about the nursery and how their child has been during the day. Parents report that they are pleased with the provision and how staff keep them informed.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure hygiene routines are continually effective to support children's well-being, particularly in the youngest age group</li> </ul>	28/06/2018
<ul style="list-style-type: none"> <li>■ ensure appropriate support is provided for staff to help them improve their practice and professional development to increase the quality of children's care and learning experiences</li> </ul>	28/06/2018
<ul style="list-style-type: none"> <li>■ improve the way assessments of children's learning are completed to develop planning that is precisely matched to children's individual needs and stage of development and raise the quality of teaching.</li> </ul>	28/06/2018

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

- explore ways to improve the transitions between activities, to meet children's needs fully.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had 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 area manager. 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 and discussed the impact on children's learning.
- The inspector spoke to parents and took account of their views.

### Inspector

Marvet Gayle

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The new manager has clear plans to develop and improve the quality of teaching and learning, but these have yet to be implemented. Recent changes in staff mean that practice is not consistent in how children's care and learning are supported. The manager is implementing support for staff to help develop their knowledge and skills and to monitor practice. However, this is not fully established and weaknesses in teaching have not been fully resolved. Safeguarding is effective. Staff have a secure understanding of child protection issues and are able to explain how they would report their concerns. Recruitment is effective. The manager ensures staff are continually suitable to work with children. Ratios are maintained. The manager has addressed issues with the premises and has reduced hazards to ensure the safety of children. Risk assessment is strong. Partnerships with parents and appropriate professionals are secure and help to support children's care. The complaints policy and procedures are clear, which the manager complies to well.

### **Quality of teaching, learning and assessment requires improvement**

Staff teaching is variable. Not all children make consistently good progress. Staff working with older children do not consistently support their learning well enough. Sometimes, older children lose interest in planned activities as these do not provide enough challenge and interest. Staff complete some assessments of children's development. However, these are not consistent to ensure children are prepared appropriately for starting school and the future. For example, staff do not use information from observations and assessments well enough to help child build on what they know and can do. Staff interact well with younger children and encourage them to persevere with tasks to help them become independent and to learn how to solve problems, for example, as they build towers.

### **Personal development, behaviour and welfare require improvement**

Staff are kind and approachable, although consistency of care for children is variable due to staffing changes. Staff acknowledge children's efforts and achievements. Children behave well. Accidents and incidents records are completed well and promptly shared with parents. Staff clean toys and resources weekly. However, they do not ensure that toys constantly used by babies, including those that babies put in their mouths, are consistently cleaned, to support their health and well-being. Staff create a welcoming environment and children are happy. Staff are good role models and teach children to be respectful. They praise children and encourage them to 'have a go' at small tasks. Staff talk to them about keeping safe, for example, while talking to older children about making a fire. They provide regular opportunities for children to be physically active.

### **Outcomes for children require improvement**

Although children make some progress in their learning and development, they do not consistently achieve to their full potential due to weaknesses in the quality of teaching. However, they are confident and motivated to learn. For example, babies happily explore and enjoy books, while older children learn to manage their own needs.

## Setting details

<b>Unique reference number</b>	EY493482
<b>Local authority</b>	Croydon
<b>Inspection number</b>	1136251
<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>	59
<b>Number of children on roll</b>	68
<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>	12 May 2016
<b>Telephone number</b>	020 8681 7579

Bright Horizons Croydon Day Nursery and Preschool registered in 2015. The setting is located in Croydon, in the London Borough of Croydon. It is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education to children aged two, three and four years. The setting employs 22 members of staff. Of these, two staff hold appropriate early years qualifications at level 5, 10 hold qualifications at level 3, one member of staff holds a qualification at level 2 and nine are unqualified.

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