

# Bright Horizons Bristol Day Nursery and Preschool



Bright Horizons, Clanage Road, BRISTOL, Somerset BS3 2JX

<b>Inspection date</b>	16 August 2018
Previous inspection date	20 August 2015

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

### The provision requires improvement. It is not yet good because:

- Staff do not make good use of what they know about children to reshape activities to provide challenging learning experiences to engage children and help them make good progress.
- Staff do not provide consistent messages for children about what is expected at different times. They do not provide clear guidance for children about what is and what is not acceptable behaviour.
- Before and during whole-group times or when children move between activities, staff do not consistently organise themselves or the children well. During these times, children become restless and they are not well prepared to start new activities or engage in learning.

### It has the following strengths

- Managers have reviewed the play environments for the children and made positive changes to the outdoor areas so they can be used all year round.
- Staff have good partnerships with parents and children. They find out what children can do and share information regularly with parents about children's achievements. Children settle well and benefit from secure relationships from the outset.

## What the setting needs to do to improve further

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

	Due date
improve the quality of teaching to ensure that staff adapt activities to meet the needs of children to ensure that children make consistently good progress in their learning and development	19/10/2018
ensure staff use consistent strategies to promote positive behaviour, in ways that help children to better understand what is expected of them and keep children safe.	19/10/2018

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

- review the organisation of group times and changes in the routine when children move between activities to make sure children do not lose attention and are well prepared for the next activity.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and talked to staff and children at appropriate times.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector carried two joint observations with the manager; one with the younger children and one with the pre-school children.
- The inspector had a leadership and management meeting with the manager and the quality development manager.
- The inspector looked at samples of paperwork, including safeguarding, accident records, complaints, staff qualifications, policies and procedures and children's records.

**Inspector**  
Anita McKelvey

## Inspection findings

### Effectiveness of leadership and management requires improvement

There have been a number of changes of staff and managers have thorough recruitment and vetting procedures to employ staff with suitable skills and expertise. However, they are still developing robust monitoring systems for staff to improve training and raise the quality of teaching and learning. Safeguarding is effective. Managers act appropriately when concerns are raised to protect children from harm. Staff are clear about how to follow the procedures if they have concerns about the welfare of a child. Managers have made changes to systems for serving hot food and provided staff with additional training to make sure children can safely serve food themselves. They have also made significant changes to the bathrooms, removing hazardous sink units to ensure children's health, safety and well-being.

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

The quality of teaching is not consistently good. For example, when playing with animals in a tray, staff miss that children are getting bored and only add more resources, such as sand to the play after intervention by managers. At times, staff do not organise group times effectively to minimise distractions and help children to concentrate and extend their learning. For example, while staff try to get children to discuss how they feel, some children continue to play or tidy the toys away, others are going home and the children do not engage with the activity well. Outdoors, children enjoy exploring and experimenting with water. They fill different sized containers with water and comment on how having more or less water changes the speed that the water flows down the tubes. Children use their imagination well. They make up complex storylines for their play, including being builders and making houses and stages out of the wooden blocks.

### Personal development, behaviour and welfare require improvement

Some children show care and concern for others, such as when they swap musical instruments at song time. However, staff do not use consistent strategies to engage children and extend their learning. For example, when staff ask children to put the toys away, they let some children continue to play or when telling children they can go outdoors, staff make them wait while checks are done, and children become bored and restless. Staff provide children with nutritious food and help them make healthy choices, tailored to their individual dietary needs.

### Outcomes for children require improvement

Although children enjoy their time at nursery, the activities are not consistently adapted to challenge them and help them make the best possible progress in their learning. Babies enjoy climbing outdoors and seek praise from staff for their achievements. Staff prepare children well for the move on to school.

## Setting details

<b>Unique reference number</b>	107079
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10067607
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	56
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Teddies Childcare Provision Limited
<b>Registered person unique reference number</b>	RP900872
<b>Date of previous inspection</b>	20 August 2015
<b>Telephone number</b>	0117 244 5771

Bright Horizons Bristol Day Nursery and Preschool registered in 1999. The nursery is based in Bristol. The nursery offers care from 8am to 6pm, Monday to Friday, all year round. There are 15 members of staff. Of these, 12 hold appropriate childcare qualifications, two at level 6, one at level 5, eight at level 3 and one at level 2. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

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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