

# Bright Horizons Bramingham Day Nursery and Preschool

79 Lucas Gardens, Bramingham Park, Luton, Bedfordshire LU3 4BG



<b>Inspection date</b>	28 January 2019
Previous inspection date	7 December 2016

<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

### This is a provision that requires improvement

- The quality of teaching is variable. Staff do not consistently provide children with appropriate levels of challenge. This reduces opportunities for them to make good progress in their learning overall.
- Staff do not have effective strategies in place to provide parents with information. They do not engage parents well enough in their children's development to support or extend this learning at home.
- Supervision meetings to enhance staff's professional development do not focus sharply enough on raising the quality of teaching. Managers do not monitor staff effectively to identify inconsistent practice or training needs and use this information to improve the quality of teaching.

### It has the following strengths

- Staff support children's personal, social and emotional development through regular praise and reassurance. They encourage children's speech and language development. For example, during story time staff use strategies, such as repetition, to support this.
- Staff regularly review and modify risk assessments, such as recently introducing additional daily checks throughout the nursery. This promotes children's safety.

## 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
assess the individual needs, interests and stage of development of each child more effectively and use this information to plan appropriate, challenging and enjoyable experiences so that all children make good progress	04/03/2019
improve strategies for engaging parents in their children's learning and development to ensure that parents know what their children are learning and how they can extend this at home.	04/03/2019

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

- refine the organisation and content of supervision meetings to promote staff's professional development so that it increases the potential to deliver good-quality provision
- strengthen the monitoring of staff's teaching practice to improve the quality of the provision and outcomes for children.

### Inspection activities

- The lead inspector completed a joint observation with the nursery deputy manager and evaluated the observations made.
- The inspectors observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspectors held a meeting with the nursery deputy manager and other Bright Horizon representatives. They looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors spoke with staff and children at appropriate times throughout the inspection. They also spoke to a number of parents during the inspection and reviewed parent questionnaires, taking account of their views.

### Inspectors

Jo Rowley  
Emma Bright

## Inspection findings

### Effectiveness of leadership and management requires improvement

There have been some recent changes to the management team. However, the improvements that this team is making have yet to be embedded so that they have a positive impact on outcomes for children. For example, staff's teaching is not effectively monitored. Despite having appropriate systems for supervision meetings, staff are not supported effectively to improve their quality of teaching. Staff work closely with other professionals. They regularly share information to support children with special educational needs and/or disabilities. This has a positive impact on these children and their families. Staff build friendly relationships with parents. However, parents do not have regular opportunities to discuss their children's ongoing learning with staff. This means that they are not given sufficient support to be able to extend their children's learning at home. Safeguarding is effective. Staff keep up to date with child protection training and know the procedure to follow if they have concerns about the children in their care. Recruitment procedures are appropriate. The provider notifies Ofsted of required changes and knows how to report concerns.

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

Staff complete observations and identify children's next steps in learning. However, they do not use the information they gain from observations and assessments to plan challenging experiences. This means that children do not engage in activities that extend their learning. For example, young children create pictures with paint. Staff do not extend the activity or discuss with the children what they are doing, except to mention the colours they are using. Staff focus on the end result rather than allowing children to explore and experiment for themselves. Staff do not challenge children during their discussions, such as when older children talk about a recycling lorry they hear outside. They comment on the 'big word' children use but do not extend the conversation. Nevertheless, staff in the baby room plan well for young children's interests. They recognise children's impulse for exploration and provide resources to support their growing physical development.

### Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that children do not benefit from sufficient challenge. Despite this, most children develop suitable social skills. They understand the importance in taking turns. For example, children remind their friends during group games of the need to share resources. Children follow appropriate hygiene routines. Staff talk to them about the importance of handwashing to support their understanding of healthy lifestyles. Young babies form secure bonds and attachments with staff and demonstrate that they are very well settled. Children are independent. They serve their own meals and competently pour their own drinks. Children have daily opportunities for fresh air and exercise. They explore a range of suitable resources in the outside areas.

### Outcomes for children require improvement

Children do not make good enough progress in their learning. Nevertheless, they gain the basic skills they need in readiness for school or the next stage of their learning. Babies respond well to spontaneous singing with familiar adults.

## Setting details

<b>Unique reference number</b>	EY291389
<b>Local authority</b>	Luton
<b>Inspection number</b>	10092525
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	132
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Kidsunlimited Limited
<b>Registered person unique reference number</b>	RP900864
<b>Date of previous inspection</b>	7 December 2016
<b>Telephone number</b>	01582 495775

Bright Horizons Bramingham Day Nursery and Preschool registered in 2004 and is located in Luton, Bedfordshire. The nursery employs 33 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 2 or above, including three staff with a foundation degree and one with early years teacher status. The nursery is open Monday to Friday from 7.30am until 6.30pm, all year round. It provides funded early education for two-, three- and four-year-old children.

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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