

# Bright Horizons Hounslow Day Nursery and Preschool

20 Montague Road, Hounslow, Middlesex TW3 1LD



<b>Inspection date</b>	21 January 2019
Previous inspection date	23 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The provider does not meet all requirements for the early years foundation stage and the Childcare Register.
- The designated safeguarding lead is not able to recognise and take action when an allegation is made against a member of staff in order to ensure they follow correct procedures. This puts children's safety and welfare at risk.
- Some staff do not follow the nursery's health and safety procedure. They do not carry young children in a safe and nurturing way.
- Some staff do not follow appropriate hygiene routines in order to help children learn about healthy lifestyles and to avoid cross-infection.
- The key-person system is not effective in ensuring that young children settle with ease and that their personal care routines are known about and met.

### It has the following strengths

- The new manager is enthusiastic and has built positive relationships with staff and parents. Parents regularly receive information about their children's learning and development and about how to support their learning at home.
- Staff make regular observations and plan interesting activities based on children's learning needs. All children make good progress in their learning.

## 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
report allegations of abuse made against staff to the appropriate agencies without delay to keep children safe	22/02/2019
ensure the designated safeguarding lead is able to identify allegations of abuse made against staff so that the correct reporting procedures are followed	22/02/2019
ensure that all staff have a clear knowledge and understanding of their roles and responsibilities to meet children's health and welfare needs effectively, particularly how to carry young children in a safe way and how to maintain appropriate hygiene	22/02/2019
ensure the key-person system is effective in helping children to settle with ease and in meeting their individual care needs.	22/02/2019

### Inspection activities

- The inspection took place following Ofsted's risk assessment process.
- The inspector spoke with the manager, some children, parents and staff throughout the inspection.
- The inspector sampled a range of documents available, including those relating to staff suitability and safeguarding.
- The inspector observed activities and daily routines, indoors and outside.
- The inspector carried out a joint observation with the manager in the garden.

### Inspector

Nataliia Moroz

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The manager fails to recognise and take action when an allegation is made against a member of staff. Consequently, concerns are not referred to the appropriate agencies promptly, which puts children's safety at risk. Staff receive child protection training and have knowledge of the indicators that a child may be at risk of harm. The manager has useful supervision arrangements in place to help identify and improve staff's teaching skills. However, these arrangements are not yet effective in supporting staff to understand their responsibilities in promoting children's welfare. For example, some staff do not always carry young children in a safe and comfortable way. Arrangements to promote children's health and hygiene are not robust. For example, some staff and children do not wash their hands. The leadership team actively reviews the quality of the provision but does not identify the weaknesses accurately in order to ensure they are addressed.

### Quality of teaching, learning and assessment is good

Staff regularly observe children and assess their individual development from the time they start. Staff use this information, along with knowledge of children's interests, to plan enjoyable learning experiences tailored to each child's learning needs. Children are eager to learn and enjoy their time at the nursery. For example, older children learned about new processes and reactions through interesting experiments with vinegar and baking soda. Younger children enjoy singing songs and listening to the stories with visual prompts. This particularly helps those children who learn through visual aids. Staff help children to develop their communication and language skills. For example, they teach children new words to help extend the children's vocabulary and ask questions to help children think for themselves.

### Personal development, behaviour and welfare are inadequate

The key-person system is not effective. Children new to the setting are not supported well enough to help them settle with ease and to nurture their well-being. Young children are passed from one member of staff to another, which makes them more unsettled and upset. The lack of an effective key-person system means that personal care routines are sometimes performed by staff who children are least familiar with, and this makes them cry. This does not support children's emotional well-being or promote effective continuity of care. Staff use effective techniques to help children learn to behave well and to respect others. For example, older children are reminded about acceptable behaviour and are given time to consider the rules. As a result, they eagerly say what they need to do to continue to play harmoniously.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress from their starting points. They gain the skills needed for their next stages in learning, including for school. All children develop good independence skills. For example, older children help to set up tables before lunch and babies learn how to use a spoon to feed themselves. Children are active learners and explore the environment, following their own ideas inside and outdoors.

## Setting details

<b>Unique reference number</b>	EY285402
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10090790
<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>	97
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	Asquith Nurseries Limited
<b>Registered person unique reference number</b>	RP900811
<b>Date of previous inspection</b>	23 June 2014
<b>Telephone number</b>	020 8570 4409

Bright Horizons Hounslow Day Nursery and Pre-school registered in 1999. It is part of a large chain of nurseries. The nursery opens five days a week for 51 weeks of the year. It operates from 7.30am to 6.30pm five days a week. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The provider employs 33 staff, of whom the majority hold appropriate childcare qualifications at level 2 and above.

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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