

Inspection of Bright Horizons Callands Day Nursery and Preschool

Callands Nursery Centre, Gresford Close, Warrington WA5 9UY

Inspection date: 23 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children thrive in this very warm and welcoming setting. Staff are extremely affectionate and caring, and support children well in their learning and development. They have high expectations of children and plan a well-balanced curriculum which is exciting and tailored to their individual learning needs. Planning is flexible and is mostly very responsive to children's individual interests, starting points and capabilities. Excellent partnerships with parents have been established by staff, so that they are able to regularly contribute and share children's experiences from home. Children demonstrate that they feel safe and secure. They eagerly arrive and seek out their friends to share their news, before becoming absorbed in their chosen activities. Staff sensitively support children in their play and nurture a positive attitude to learning. Young children are encouraged to problem solve as they work together and negotiate how to make a train track longer. Older children listen to one another's suggestions as they describe what they can smell while playing 'what's in the box?' Pre-school children use a computer confidently. They have good mouse control and, with the help of staff, they play games and ensure that they take turns with the other children, who wait patiently.

What does the early years setting do well and what does it need to do better?

- Staff provide a good balance of adult-led and child-initiated activities that result in children being active learners who are creative and able to think critically. However, occasionally, staff do not make the most of valuable opportunities to fully extend and check children's understanding to challenge them in their learning. For example, when staff talk to children about having a vegetarian meal, they do not routinely check that children understand this term.
- The indoor learning environment is exceptionally well planned and organised to allow children to make spontaneous choices and extend their own play and learning. High-quality resources are attractively presented to ignite children's curiosity and passion for learning. However, staff do not consistently provide the same level of opportunity for children who prefer to play and learn outdoors.
- Children thoroughly enjoy looking at books and listening to stories read to them by enthusiastic staff. Staff skilfully use props when retelling well-known tales to capture children's interest. They provide activities such as building model houses using straw and bricks. Staff encourage children to see if they can blow their structures down like the 'big bad wolf'. These fun activities help to promote children's love and understanding of literacy.
- Children's mathematical understanding is given high regard. Staff use daily routines, such as mealtimes, to help children solve simple mathematical problems. Young children are encouraged to count their friends and calculate how many plates they will need. Older children explore number in great depth.

They roll dice, count quantities and write numerals and number names.

- Staff have a consistent approach to managing behaviour. They offer clear, age-appropriate explanations to children and skilfully use distraction techniques. These strategies successfully help children to understand what is expected of them. Children have high self-esteem and are extremely confident.
- Children who speak English as an additional language are particularly well supported. Staff liaise closely with parents to gather key words in children's home languages, which they utilise to aid children's understanding. Different languages are displayed throughout the nursery. Resources, including dual-language books, help to ensure that all children are fully included.
- Leadership of the nursery is strong. There is a clear sense of direction and staff are well motivated to maintain continuous improvement. The manager, deputy and head office staff form a strong team which drives the nursery's work forward successfully. Careful monitoring and analysis of performance mean that they have an accurate view of the nursery's strengths and weaknesses.
- Staff benefit from purposeful supervision meetings and regular observations of their practice. They are afforded excellent opportunities to continuously develop their knowledge and skills. For example, staff working with babies have all attended specific training to help ensure that they are able to meet young children's individual needs successfully.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibility to safeguard children from harm. The nursery has a clear, detailed policy and the manager and deputy are the designated staff members to take the lead if concerns about children's safety arise. Managers and staff implement effective procedures and place good emphasis on ensuring children are cared for in a safe environment. This includes robust recruitment, selection and induction procedures. Comprehensive risk assessments are completed for all areas of the nursery, including outdoors. Furthermore, staff have attended safeguarding and first-aid training to develop their skills and knowledge in these aspects of safety. Effective staff deployment means that all children are well supervised and supported.

What does the setting need to do to improve?

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

- support staff to develop their teaching skills so that they maximise all opportunities, to check children's understanding and challenge them in their learning
- provide even more opportunities for children who like to play outside, to build successfully on their learning in their preferred environment.

Setting details

Unique reference number	EY491836
Local authority	Warrington
Inspection number	10076533
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 9
Total number of places	123
Number of children on roll	104
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01925445599
Date of previous inspection	13 January 2016

Information about this early years setting

Bright Horizons Callands Day Nursery and Preschool registered in 2015. The nursery employs 30 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, with the exception of bank holidays. Sessions are from 7.30am until 6.30pm. The nursery operates a breakfast club from 7.30am until 9am and an after-school club from 3pm until 6.30pm. During school holidays, the nursery operates a holiday club from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspectors

Karen Cox
Denise Farrington

Inspection activities

- The inspectors completed a tour of the nursery.
- Discussions with the manager, deputy manager, staff and children were carried out throughout the inspection at appropriate times.
- The inspectors reviewed a sample of documents. This included evidence of the staff's qualifications and suitability to work with children.
- The inspectors observed the quality of staff interactions and the impact these had on children's learning and development.
- Discussions were held with parents during the inspection to enable inspectors to take account of their views.

We carried out this inspection 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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