

Inspection of Bright Horizons Springfields Day Nursery and Preschool

Beacon Street, Lichfield, Staffordshire WS13 7BJ

Inspection date: 14 November 2019

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this wonderful, nurturing environment and thoroughly enjoy their time here. Leaders and managers provide exceptional experiences for every child. Children develop secure bonds with their key persons. The personalised settling-in arrangements help children to settle extremely quickly. Staff meticulously plan a curriculum that is based on children's experiences at home, interests and next learning steps. Excellent teaching and commitment to helping every child achieve the highest levels are threaded throughout the provision. Babies and young children show great curiosity. They excitedly twirl and move their bodies to music, developing their enjoyment and confidence. Staff bring children's imaginations to life by adding their favourite small-world characters to natural and malleable materials. Older children confidently make decisions and eagerly test out their own ideas. They observe natural objects, such as pumpkins and conkers, and are inspired to predict how they will change over time. All children show a love for the outdoors and benefit from a wealth of experiences in all weathers. Children eagerly talk about the bugs they find. They invite their friends into games and excitedly march up and down the hill while singing their favourite songs. Staff use innovative ways to promote the different ways children learn and behave. For example, they use key characters, such as 'Candyfloss Bear' and 'Tilly Tiger' to help children learn how to keep themselves safe and develop self-control and perseverance throughout their play and learning.

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

- Leaders and managers are inspirational. They lead a highly dedicated and successful staff team and ensure sustained excellence throughout the provision. Staff's well-being is given the highest regard. There is a strong team ethos and staff say how well supported they feel, professionally and personally. Staff's contributions are well considered. This leads to an extremely happy environment for staff and children.
- A comprehensive training programme is carefully tailored to every member of staff. Staff are empowered to identify their own training needs and to reflect on their strengths and areas for development. The manager rigorously monitors staff practice. This results in high-quality practice that is continuously evolving.
- Staff provide for every child as a unique individual. They think carefully about how to spend additional funding to enhance opportunities for children and improve outcomes. Children with special educational needs and/or disabilities are extremely well supported. All children make the best possible progress from their starting points.
- Children are exceptionally well prepared for the next stage in their learning and move on to school. Staff expertly support children's language development. They use stories, songs and props to ignite babies' and young children's early

language development. Confidence while speaking develops at a young age. This builds strong foundations for early reading and writing, and the impact is clearly evident in pre-school. Children competently write their names, create their own stories and blend sounds to read in words. Staff skilfully question children and adapt their teaching to help every child sustain high levels of concentration. Children persevere at tasks and articulately describe what they are doing.

- Children develop mathematical skills exceptionally well. They are motivated and eager to count and problem-solve throughout routines. Staff skilfully build on children's prior knowledge and learning. They sing number rhymes and use finger puppets to develop babies' and young children's early counting. This learning is consolidated at home as parents take story and rhyme boxes home to share.
- Meticulous records are maintained to support children's good health and personal care. Children are independent. They show excellent control as they serve themselves at mealtimes and confidently use age-appropriate cutlery. Older children take responsibility for their own health and well-being and make decisions to get changed if they feel they are dirty following activities. Babies' and children's physical development is promoted superbly.
- Staff are excellent role models and teach children fundamental life skills. Children are polite, well mannered and considerate of their friends. Their laughter fills the nursery and they relish in opportunities to play together. Children's behaviour is exceptional. They demonstrate high levels of engagement, which is inspired by staff's enthusiastic teaching. Staff encourage children to use 'feelings tubs' and 'emotion masks', and they respond swiftly and skilfully when children speak about how they are feeling.
- Staff adopt a holistic approach, ensuring they get to know the child's whole family. They inspire parents to take an active role in their children's learning. Parents' comments are overwhelmingly positive and they talk about the unique support their family receives. Staff, parents and children support the local community. For example, staff and children knit bonding squares for mothers and new babies at the premature baby unit. They recently raised money for a defibrillator.

Safeguarding

The arrangements for safeguarding are effective.

Keeping children safe is paramount and an integral part of the day-to-day running of the nursery. Staff have an excellent knowledge and understanding of safeguarding procedures. Leaders and managers ensure that staff keep up to date with regular training. They continually discuss aspects of child protection as a team to keep it at the forefront of their minds. This includes wider safeguarding concerns. Rigorous policies and procedures are implemented well and thoughtfully displayed around the nursery so that anyone with a concern knows who to contact.

Setting details

Unique reference number	EY286822
Local authority	Staffordshire
Inspection number	10116278
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 5
Total number of places	119
Number of children on roll	119
Name of registered person	Asquith Nurseries Limited
Registered person unique reference number	RP900811
Telephone number	01543 253333
Date of previous inspection	12 September 2013

Information about this early years setting

Bright Horizons Springfields Day Nursery and Preschool registered in 1989 and is situated in Lichfield, Staffordshire. The nursery is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. The nursery employs 25 members of staff. Of these, 17 hold early years qualifications at level 3, one holds level 2, one has achieved early years professional status and two hold a degree in early childhood studies.

Information about this inspection

Inspectors

Emma McCabe

Lorraine Jukes

Inspection activities

- The inspection was carried out by two inspectors.
- The manager led the inspectors around the nursery and explained how the provision is organised across all of the rooms. The manager explained how the curriculum is implemented to promote children's learning.
- One inspector completed a joint observation of an activity in the outdoor learning environment with the manager. The manager discussed her evaluation of the activity.
- Both inspectors observed the quality of teaching during activities indoors and outside. They assessed the impact this has on children's learning.
- A leadership and management meeting took place. The inspectors discussed the setting's self-evaluation, monitoring and leadership. They looked at a range of documentation, including staff suitability and training certificates.
- The inspectors spoke to staff, parents, grandparents and children during the inspection and took account of their views. The inspectors viewed parents' written feedback and video footage of home learning.

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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