

Inspection of Bright Horizons Chelsea Day Nursery and Preschool

Hepworth Court, 30 Gatliff Road, London, City Of Westminster SW1W 8QN

Inspection date: 15 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

The acting manager, who is new to the setting, and staff use the nursery environment well to deliver an exciting curriculum for children. The manager is already familiar with the diverse needs of the families attending and places great emphasis on meeting children's unique needs. Staff are enthusiastic in their care of the children and readily join in as children develop their interests and lead in their play. All children progress well, including those with special educational needs and/or disabilities, and those who speak more than one language. Staff have high expectations for children's learning and monitor their progress well in partnership with parents. They encourage parents to help their children develop a love of books and stories in different languages, including through a book-lending scheme. Some children are exceeding expectations in relation to their early literacy development. Parents say they feel included and informed about their children's progress and value the good range of information they receive. Staff develop warm relationships with children, who approach them confidently for cuddles or reassurance. Children, including those who prefer to play outdoors, show they are happy and settled as they explore their play environments in all weathers. They develop positive attitudes towards learning.

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

- The manager is well supported in her role by the senior management team. She is reflective and ambitious, and continually looks at how she and the staff team can improve children's experiences. The management team is effective in providing all staff with regular supervision, training and support, to develop their practice and opportunities for career progression. The manager finds effective ways for staff to manage their workloads and to improve their well-being. In turn, staff work well as a team. They are well deployed to ensure staffing ratios are met and to meet children's needs.
- Overall, staff teach children well through exciting and fun-based activities that are often led by the children. For instance, toddlers show great interest in repeatedly climbing up and over a large mound outdoors. Others enjoy music-and-movement activities indoors. They move imaginatively, begin to follow simple instructions and learn songs that help them to become familiar with numbers and new words. Babies play in a calm and relaxed atmosphere where staff enable them to explore and learn new things. For example, some babies enjoy the feel of paint on their hands as they squeeze it between their fingers. Other babies discover how to use brushes to make patterns on paper as they move these up and down and from side to side.
- Staff ask interesting questions, for example, as older children add baking powder and vinegar together to make their volcano creation 'erupt'. They ask, 'What will happen when it does erupt?' The children are quick to give answers, such as

'Fire will blow out,' as they jump and throw their arms up in excitement. Occasionally, staff do not find ways to encourage older children to listen or concentrate more to extend their learning further.

- Staff research concepts to teach children well. For example, they help children learn to care for the giant African snails correctly and discuss how their food decays over time. Children learn how to hold baby snails and eggs on a lettuce leaf, to keep them safe. They also enjoy taking part in cooking activities and delight in predicting what will happen after their cupcake mixture goes in the oven. Sometimes, staff do not enable children to complete tasks of which they are capable, such as pouring, cracking eggs and spooning mixture, to further encourage their independence.
- Staff follow good health and hygiene procedures to help prevent the spread of infection. They teach children about good hygiene and the benefits of eating healthily. For example, staff model language well and teach children new words, such as 'pineapple', 'mushroom' and 'asparagus' as children show an interest in healthy foods during role play. Staff enhance children's awareness as they explore real fruit and vegetables.
- Children enjoy discovering new things, leading their play and developing their interests. They behave well and staff offer regular praise and encouragement to help them develop good levels of emotional well-being. Children develop the skills and attitudes they need to succeed in life.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of child protection issues. For example, they are confident about the signs that may indicate a child is at risk of harm. They know where to find important information. This includes the procedures to follow in the event of concerns about a child or about other adults working in the setting. Risk assessments are robust, including for the premises and day-to-day activities, to help ensure children's safety. Staff help children to develop a responsible attitude towards everyday risks and dangers. For example, children enjoy following the safety rules as presented through 'Candy Floss', their health and safety mascot.

What does the setting need to do to improve?

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

- find ways to help older children listen and concentrate more during the learning experiences provided, in preparation for starting school
- encourage children to do even more things for themselves during everyday activities to further develop their independence.

Setting details

Unique reference number	EY552871
Local authority	Westminster
Inspection number	10134457
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	1 to 4
Total number of places	49
Number of children on roll	42
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	02078248098
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons Chelsea Day Nursery and Preschool registered in 2017. It is located in the City of Westminster, London. The nursery is open every weekday from 7.30am until 6pm for 52 weeks of the year. It employs 17 members of staff. Of these, one member of staff holds a qualification at level 4 and eight staff hold qualifications at level 3. There are two staff members who are qualified at level 2 and two staff who are unqualified. Staff from other Bright Horizons nurseries also provide cover as needed. The nursery is in receipt of funding for free early education for children aged three and four years.

Information about this inspection

Inspector

Stephanie Graves

Inspection activities

- The inspector and the manager had a tour of the nursery and discussed how the different areas are used to promote children's learning.
- The inspector spoke to the management team, staff and children throughout the day, to help inform inspection findings.
- The inspector sampled records, policies and documentation, including the information used by the provider to determine staff suitability.
- The manager joined the inspector to complete a joint observation and evaluation of an activity.
- The inspector spoke to parents to gain their views about the quality of provision for their children.

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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