

Inspection of Bright Horizons Maythorne Cottages Day Nursery and Preschool

Maythorne Cottages, Nightingale Grove, London SE13 6HE

Inspection date: 11 June 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure and thrive in this nursery. They are confident, self-assured and show high levels of independence. For example, younger children keep themselves busy, independently choosing their learning and asking adults for support when they need it. Older children talk confidently and use a good range of vocabulary in their everyday speech. Children's behaviour is exceptionally good for their age. Older children make up their own rules and confidently explain why these rules are in place. Younger children play nicely together, passing on objects and sharing resources while exploring water. The manager and staff set high expectations for all children. They provide an inclusive and challenging curriculum to help children to acquire deep knowledge and skills for starting school. Older children learn about mathematical concepts, such as time, shapes and numbers, in a fun and engaging way. For example, they learn to draw different shapes and cut them out to decorate their crowns during a creative activity as part of their celebrations to mark Her Majesty the Queen's birthday. Younger children enjoy reading activities and contribute readily to discussions. Children take part in planting activities to learn about life cycles and changes, which helps to broaden their understanding of the world.

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

- Leaders and staff are reflective in evaluating the effectiveness of the provision. They have sought the views of parents and worked hard to address all actions raised at the last inspection. This has helped to increase the overall quality of education in the setting to good.
- The manager and staff have introduced effective strategies, such as communication books and parent forums, to improve parent partnerships. Parents express their satisfaction with the service they receive and feel reassured to leave their children at the setting.
- Staff know their key children well. They talk confidently about what children need to learn and why. Staff plan activities which are relevant to children's ages and stages of development. For instance, younger children enjoy exploring different textures, such as sand and water, to stimulate their senses.
- Children display good levels of emotional development. Staff use their expert knowledge of behaviour management to help children learn what is expected of them. For example, staff have introduced a 'colour monster' to help children understand different emotions and talk about how they feel. In addition, they have introduced a 'children's committee' to make decisions about children's play and learning. This successfully builds children's confidence and independence.
- Leaders and staff provide an exceptionally challenging and engaging curriculum for older children. Staff motivate and challenge older children, who subsequently develop a secure knowledge and understanding of letters and sounds. Staff also

engage in meaningful discussions with children around race and ethnicity to help them to appreciate diversity. Furthermore, staff develop children's awareness of climate change by teaching them the benefits of recycling and reducing the use of plastics. This helps children to acquire essential skills and knowledge for school and their future lives.

- The manager uses effective observations and supervision to monitor staff practice. She regularly speaks to staff about their mental and emotional well-being, including their workload. She offers advice and reduces staff workload where necessary. This boosts their morale, and helps them to carry out their duties efficiently. Staff report that they feel well supported and have a fair workload.
- The manager ensures that there are enough staff available daily to work with children, and to meet the ratio requirements. However, on some occasions, staff deployment in the 'Launchpad' room is not sufficiently effective to support children's learning.
- Staff have a secure understanding of the way children learn. They use effective teaching strategies to help all children make good progress. However, at times, staff do not use their detailed knowledge and skills well enough to effectively engage children with special educational needs and/or disabilities (SEND), to help them make even better progress and catch up with their peers.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff implement robust policies to help safeguard children's welfare. They have a solid understanding of child protection, including the procedures to follow if they have any concerns about a child's welfare. Staff take part in regular online training sessions to help improve their understanding of wider safeguarding issues, such as the 'Prevent' duty, online grooming and child exploitation. Staff carry out regular checks of all areas of the premises to remove any potential hazards to children's safety. They follow robust infection control procedures to minimise the risk of cross-infection. The provider understands the need to share relevant information with Ofsted within the required timescale.

What does the setting need to do to improve?

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

- review and improve staff deployment in the 'Launchpad' room, particularly at staff break times, to support children's learning even further
- further improve staff's knowledge around how to support and engage children with SEND, to help them to make even better progress.

Setting details

Unique reference number	EY231736
Local authority	Lewisham
Inspection number	10133528
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 at time of inspection	2 to 4
Total number of places	74
Number of children on roll	58
Name of registered person	Zoom Nurseries Limited
Registered person unique reference number	RP520683
Telephone number	020 8016 4171
Date of previous inspection	28 November 2019

Information about this early years setting

Bright Horizons Maythorne Cottages Day Nursery and Preschool re-registered in 2018. The nursery was formerly owned by Zoom Nurseries Limited. It is located in Hither Green, in the London Borough of Lewisham. The nursery is open every weekday from 7.45am until 6.30pm, for 50 weeks of the year. It employs 15 members of staff. Of these, 11 hold a relevant childcare qualification from level 2 to level 5. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

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Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector conducted a learning walk with the manager of the nursery.
- A joint observation was conducted by the inspector and the manager and discussions were held about children's learning.
- The inspector spoke with parents, staff and children and took their views into account.
- The inspector observed staff's interaction with children, and assessed the impact this has on children's learning.
- The inspector viewed a range of documentation, such as evidence of staff suitability and paediatric first-aid qualifications. The inspector also scrutinised accident and incident forms.

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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