

# Inspection of Bright Horizons at Tabard Square

10-12 Empire Square, Tabard Street, London SE1 4NA

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Inspection date: 13 July 2021

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The nursery has recently experienced a turbulent period. There have been a high number of staff changes. Leaders and managers have not consistently acted with urgency to address some of the weaknesses they have identified to ensure the learning and well-being of children. The curriculum is ineffective. Children do not experience learning through well-planned activities that build on what they have learned before. They do not participate in activities with clearly identified learning intentions that capture their interest and ensure learning takes place. Young children spend much of their time merely occupied by toys. They know what is expected of their behaviour. However, young children begin to develop their own games when they are disengaged and this leads to bouts of unwanted behaviour.

The key-person system is ineffective. Children do not receive good levels of care and support to form secure relationships with a familiar adult. Children are frequently cared for by temporary staff who are unfamiliar with their needs. Permanent staff are assigned too many key children to be able to provide the level of care and support all children require. Staff do not make sure that children are supervised effectively to ensure their safety and learning. Children who speak more than one language are not supported to become proficient in English. The provider is in breach of several requirements relating to promoting children's health, including those relating to food and drink. As result, children's health and well-being are not adequately fostered, and occasionally are put at risk.

Leaders have not made sure there is a manager in place to take responsibility for the daily running of the nursery. Furthermore, in practice, staff are mostly occupied with completing their individual tasks rather than working as a cohesive team to meet the needs of the children. Quiet children sometimes receive little attention and are too often unnoticed by staff. Staff receive regular supervision from managers. However, they do not receive support and coaching to ensure they have manageable workloads so that they can be aware of and meet the needs of the children. The provider has met their duty to notify Ofsted when significant events have occurred. Managers have investigated most complaints received in writing.

The nursery was open for a period of time during the COVID-19 (coronavirus) pandemic. Parents report that communication with the nursery, particularly in relation to their child's learning, was limited. However, the recent introduction of new technology has improved the exchange of information.

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

- Mealtime routines do not ensure the safety of children with dietary needs or preferences. Leaders and managers have not prioritised specialist training for

staff, which is required to promote the health of all children.

- Children do not have opportunities to develop a good attitude to learning. Managers do not support staff to plan and deliver activities with a specific purpose to ensure children progress as they should. Staff do not give sufficient support to children to cultivate their curiosity in learning. For example, some staff just watch children as they play with toys and do not interact with them. Young children abandon activities prematurely and do not develop their concentration or persevere in completing chosen activities. The combination of ineffective planning and teaching means that children's learning is not assured.
- Children who speak multiple languages are not supported to acquire English. Staff recognise the advantages of children using their home languages in the nursery to build their English vocabulary. However, staff lack knowledge of the languages children speak at home to enable children to build their vocal confidence in English.
- Staff are not skilled in fostering children's language and communication. Children do not develop a respect for books or listen to stories with care and attention. Not all children engage in singing songs and rhymes to extend their vocabulary and listening skills.
- Managers do not ensure staff are deployed effectively so that they can see and hear all the children, including those sitting behind pillars. This means staff cannot be sure that children are playing safely.
- Children enjoy the freshly prepared meals and relish fresh fruit. They have access to good-quality toys and resources which they can access with ease. Children beam smiles of pride when they are praised for helping to tidy up. Staff remind children of how they are expected to behave when they display unwanted behaviour.
- Staff work hard to clean equipment before and after children eat. However, babies and young children are not protected from the risk of cross-infection as the floors they play on are not fully hygienic.
- Children do not have access to fresh drinking water to ensure they can have a drink when they need, outside of mealtimes. Not all children have daily opportunities to go on planned outdoor activities to support their health. Young children and babies who are taken on outings are not taken out of their buggy to develop their physical skills as intended.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers have not ensured that all staff have an up-to-date knowledge of safeguarding matters. Although staff had recently completed safeguarding training, their knowledge of their role in protecting children from harm is not secure. Managers have not made sure that child protection concerns have been dealt with swiftly. For example, staff were unaware of which staff member was designated as the lead for safeguarding. Managers have not made sure temporary staff are familiar with the safeguarding policy. For example, staff do not have a secure knowledge of what to do if a child told them they were suffering

abuse. This means safeguarding concerns would not be handled correctly to keep children safe. Appropriate recruitment procedures are followed and staff are vetting for their suitability to work with children.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
make sure sufficient numbers of staff are trained at all times to administer medication that requires medical and technical knowledge, to protect children's health	30/07/2021
promote the good health of children and make sure the premises are clean and hygienic, particularly the floors on which young children play, to prevent the spread of infection	30/07/2021
ensure mealtime routines minimise risks to children with special dietary requirements, preferences and any special health requirements	30/07/2021
promote children's good health and make sure they always have access to fresh drinking water to ensure they remain hydrated	30/07/2021
plan outdoor activities for all children and make sure children can go out daily to meet their physical development and promote their health	30/07/2021
train all staff to understand and implement the safeguarding policy and procedures and make sure they always know which staff member is designated to take the lead in safeguarding matters, to report any concerns about child protection swiftly	30/07/2021

make sure that all staff have up-to -date knowledge of safeguarding issues	30/07/2021
ensure that staffing arrangements meet the needs of all children, and staff adequately supervise children at all times, ensuring they remain within sight and/or hearing of staff	30/07/2021
deploy staff, including managers and leaders, effectively and ensure there is a suitably qualified and experienced manager in place for the safe management of the setting	30/07/2021
put appropriate arrangements in place to support all staff, and coach and train staff to enable them to work as an effective team	30/07/2021
ensure the key-person system is effective so that key persons understand the needs of the children and can support children to settle within a secure relationship and meet their care and learning needs.	30/07/2021

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
make sure the curriculum planning and implementation are effective and ambitious so that children gain the knowledge and skills to become successful communicators and learners	30/07/2021
ensure staff obtain and use accurate information about children's home language and provide good opportunities for children to use their home language to help them gain proficient English.	30/07/2021

## Setting details

<b>Unique reference number</b>	EY318803
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10195455
<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 at time of inspection</b>	0 to 8
<b>Total number of places</b>	96
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3780 3013
<b>Date of previous inspection</b>	21 August 2018

## Information about this early years setting

Bright Horizons at Tabard Square registered in 2006. It is one of over 300 Bright Horizons nurseries. The nursery employs 27 members of staff in total. Of these, 25 staff work with children and 19 hold early years qualifications at level 3 or above, including one who holds early years professional status. The nursery opens Monday to Friday, all year round, from 7.30am until 6.30pm. It provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspectors

Malini Mandalia  
Jenny Gordon

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- This inspection was conducted following Ofsted's risk assessment process.
- One of the inspectors spoke to several parents and took their views into account.
- The inspectors observed staff's interactions with the children, indoors and outdoors, and held discussions with them at appropriate times during the inspection.
- Inspectors observed the quality of education and the impact this has on children's learning.
- Inspectors held discussions with the senior managers about the nursery policies, procedures and practice.

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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