

# Inspection of Bright Horizons North Sheen Day Nursery and Preschool

1 Grena Road, Richmond, Surrey TW9 1XS

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Inspection date: 22 July 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

Staff have continued to support children and parents throughout the COVID-19 (coronavirus) pandemic, despite difficulties in staffing. They have tried hard to offer consistency to children and, overall, children enjoy their time at the nursery. Children behave very well, speak fondly of their friends and often share toys and resources without any direction from adults. Children enjoy participating in a wide range of activities, for example, they love splashing in water and babies enjoy exploring paint. Staff sit with the children and encourage them to participate. However, many staff lack a good enough understanding of what each child can already achieve and what they need to learn next. This means that some children do not receive appropriate input to extend their ideas and consolidate their learning. In addition, although staff have a system to assess children's progress, this is not always accurate, which means gaps in children's learning are being missed. Nevertheless, children do persevere when they receive challenge from more experienced staff and they respond well to this. Children enjoy being active, for example, toddlers squeal and giggle as they play with a large parachute. Children appear comfortable around staff and seek them out for help or comfort when needed.

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

- Children of all ages enjoy exploring a wide range of toys and resources and are often eager to be involved. However, weaknesses in the quality of the curriculum mean that staff do not always use activities to build on what children already know and can do. This limits the amount of progress they can make.
- Some staff have a clear understanding of how activities can be used to encourage children's problem-solving and communication skills. For example, pre-school children are encouraged to make predictions as they mix colours. Children show excitement as their mixture changes and then eagerly explain to their friends what they did, so they can try too.
- All children are allocated a key person who is responsible for assessing their progress. However, the quality of these assessments are variable and do not accurately reflect the abilities of some children. This means that some children, including those with special educational needs and/or disabilities, are not receiving consistently good support.
- Children enjoy home-cooked meals, which take account of their dietary needs. Children enjoy special responsibilities, such as handing out meals to the other children on their table. This helps them develop a strong sense of pride and high self-esteem.
- The manager is supported by a senior leadership team. They have recently reflected on feedback from parents and have started to implement changes to how they communicate with them. However, it is too soon to see if these

changes will have the desired impact.

- Staff report that they enjoy their roles and feel supported by senior staff and each other. They receive ongoing professional development and have regular meetings to discuss individual targets, and to plan how they can develop their career. This helps staff to feel valued.
- The manager follows secure procedures to investigate concerns and complaints, and takes prompt action when she identifies weaknesses. However, the management team recently overlooked the need to notify Ofsted of a significant matter. Nevertheless, other than this instance, the team has a strong understanding of this requirement and the failure to notify Ofsted had no impact on the children.
- Staff seek appropriate information from parents about children's care needs. For example, they are able to explain how a baby, who is new to the setting, has particular comforters, sleep and feeding routines. This helps staff to meet their general care needs appropriately.
- Staff are welcoming and friendly, and sit at the same level as the children during play. Children enjoy talking about their experiences at home and sharing their ideas as they build structures with bricks, developing their hand-eye coordination.
- Babies enjoy toddling up and down a low wooden bridge. They strengthen their muscles and practise balancing as they move around the room. Staff are aware of how to support them and provide lots of encouragement and toys they know children will be interested in.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibilities in keeping children safe. They have attended relevant training and have a clear awareness of whistle-blowing procedures. The management team takes any concerns seriously, and has procedures in place to ensure children are in the care of appropriate staff. Staff are aware of the importance of recording accidents and any injuries that children may attend the setting with. They are confident about the action they should take if they had any concern about a child. There are robust recruitment procedures in place, as well as systems to monitor the ongoing suitability of staff.

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

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

	<b>Due date</b>
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improve assessments of children's abilities to ensure any gaps in their learning are consistently identified and targeted	16/09/2021
ensure the curriculum is precisely planned, understood by all staff and that activities are consistently used to target the specific learning needs of each child.	16/09/2021

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

- strengthen strategies to communicate key information with parents about their child's learning, and how they can support this further at home.

## Setting details

<b>Unique reference number</b>	2509138
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10201971
<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>	1 to 4
<b>Total number of places</b>	89
<b>Number of children on roll</b>	66
<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 3065
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Horizons North Sheen Day Nursery and Preschool registered in 2019. It is located in the London Borough of Richmond upon Thames. It operates from 7.30am to 6.30pm for 51 weeks of the year. 13 staff work with the children, of whom 11 hold relevant child care qualifications. They are supported by a chef and a housekeeper.

## Information about this inspection

### Inspector

Amanda May

## 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 setting and has taken that into account in their evaluation of the setting.
- Children spoke to the inspector about what they enjoy doing at nursery.
- The inspector conducted a learning walk with the manager, to discuss how the curriculum is planned and implemented.
- A number of parents shared their experiences and views with the inspector.
- The inspector held a leadership and management meeting with the senior management team.
- The inspector observed practice in each base room and spoke with several staff at appropriate times.

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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