

Inspection of Bright World Nurseries

540 London Road, Slough, Berkshire SL3 8QR

Inspection date: 1 September 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and feel secure in the warm and nurturing environment provided by the staff. They are highly motivated and very eager to join in. Due to the COVID-19 (coronavirus) pandemic, parents have not been able to enter the premises. However, children still show that they are settled. They particularly enjoy learning outside and can freely move between the indoor and outdoor environments. They spend extended periods of time in the mud kitchen, cooking for their friends and staff. Children enthusiastically explore a good range of natural materials to help to develop their understanding of the world.

Children have an abundance of opportunities to learn about the importance of healthy lifestyles and good oral hygiene. Meal and snack times are a social occasion. Staff sit with children and engage in discussions as they enjoy healthy snacks. For example, they discuss the health benefits of different fruits and comment that milk is good for their bones and teeth. Regular exercise is incorporated into the daily routine. Children are keen to take part in 'gym' and yoga sessions and confidently talk about how exercise is good for their bodies.

Children's behaviour is good. They build strong friendships with each other. They are caring and considerate of each other and take turns during their play. Children respond positively to the good role modelling of staff and follow rules with ease. They build strong bonds with staff and seek them out to join in with their play.

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

- Leaders are dedicated to their role in developing staff's practice. They have a clear vision of what they want children to learn. The curriculum has a clear focus on developing children's confidence and independence. Staff encourage children to be independent in their self-help skills. For instance, children serve their own foods and drink at mealtimes and willingly help to tidy the toys after play.
- Leaders are committed to providing high-quality, inclusive care and education for all children and their families. They support children with special educational needs and/or disabilities effectively. They work closely with other professionals to ensure that children receive extra support to help close gaps in their learning.
- Overall, children are well prepared for their next stage of learning. Staff have a good understanding of how children learn and support their learning well. However, on occasion, staff provide some children with activities that are too challenging for the abilities of the children. They do not always adapt their teaching to meet children's individual needs. For instance, during the inspection, some children who could not hold a pen were expected to practise writing their names. As a result, children were observed quickly losing interest and were reluctant to join in.

- Staff support children to develop good English language skills. They frequently sing songs and children happily join in. Staff ask thoughtful questions that encourage children to think and test out their ideas. Children who speak English as an additional language are encouraged to develop and use their home language in their play.
- Children develop an understanding of nature very well. For example, they relish the opportunity to grow fruits, vegetables and herbs in the nature garden. They eagerly pick herbs, such as basil, and deliver it to the cook to add to their lunch. These positive experiences help children to learn how to care for living things and develop an awareness of how things grow over time.
- Staff embed mathematical development well. Children use mathematical language freely in their play as they spot numerals within the environment. They use language of size and capacity as they talk to staff. They confidently count during their play, such as counting how many times they jump up and down during physical activities.
- Partnerships with parents are good. Staff build good relationships with parents and communicate effectively with them. Parents speak highly about the nursery and how happy their children are.
- Staff promote positive opportunities for children to learn about similarities and differences between themselves and others. For instance, children are encouraged to share their culture and traditions, including dressing up in clothes from a variety of cultures and sampling foods from around the world.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team uses robust recruitment procedures to ensure all new staff are suitable to work with children. The provider has comprehensive and clear safeguarding policies in place. Staff are fully aware of their roles and responsibilities around safeguarding. They have a secure knowledge of the signs and symptoms that may indicate that a child is at risk of harm, including wider safeguarding issues such as female genital mutilation and extremism. Staff are confident about who to report concerns to, including concerns about their colleagues. Leaders ensure that staff regularly update their knowledge on current safeguarding issues.

What does the setting need to do to improve?

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

- enhance the planning to ensure that activities are more finely tuned to suit the individual learning needs of each child
- help staff to recognise when they need to adapt their teaching in response to children's existing skills.

Setting details

Unique reference number	EY559963
Local authority	Slough
Inspection number	10190826
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	45
Number of children on roll	23
Name of registered person	Bright World Nurseries Limited
Registered person unique reference number	RP559962
Telephone number	07889482343
Date of previous inspection	Not applicable

Information about this early years setting

Bright World Nurseries, Slough, registered in 2018. The nursery opens from 7.30am to 6pm, Monday to Friday, and on Saturday on request, for 52 weeks a year. The setting currently employs six staff. The registered provider holds a level 6 qualification. All other staff hold relevant qualifications at level 2 and above. The setting receives funding to provide free early education for children aged two and three years.

Information about this inspection

Inspector

Ingrid Howell

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 her evaluation of the setting.
- The providers took the inspector on a learning walk across all areas of the premises to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's learning.
- The provider completed a joint observation and evaluation of an activity with the inspector.
- The inspector spoke to children and staff at appropriate times during the inspection. She also took account of the views of parents.

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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