

# Inspection of Bright Horizons Basingstoke Copper Beeches Day Nursery and Preschool

105-107 Cliddesden Road, Basingstoke, Hampshire RG21 3EY

---

Inspection date: 20 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children are happy and content at the nursery. They demonstrate that they feel safe as they access toys and resources within their indoors and outdoors play areas. Children are busy and engaged and have fun playing games with their friends. Staff have high expectations for behaviour and children behave well. They share and take turns as they play. Staff are good role models in helping children to manage and talk about their feelings. This supports children's emotional well-being. All children make good progress in their communication and language skills. They develop an understanding of the wider world. Children who speak English as an additional language are included well.

Children are excited about the activities. Staff plan these well, based on children's individual needs and interests, to support their ongoing learning and development. For example, older children experiment with paint to learn about how colours are made. Children are supported effectively by staff, especially when moving to the next stage in their education and changing rooms in the nursery.

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

- Staff care for children in a welcoming and stimulating environment. The premises are safe and secure and are routinely risk assessed. Children benefit from being involved in this process. Fire drills have recently been amended to ensure the safety of the children. Procedures for checking children's attendance during the day, and in emergency evacuations are robust.
- Staff ensure children of all ages have many opportunities to engage in meaningful conversations. They encourage children to think and explore. For example, they ask them about the textures of the leaves and twigs they have found in the garden.
- Staff manage the curriculum well. However, at times, they do not challenge children as well as possible, resulting in some children not being fully engaged in the activities as others. Despite this, children behave well and staff plan activities that support children's development and curiosity well, overall. For example, babies explore natural resources, such as dough and water play. Children enjoy the large garden area where they run and search for bugs. They learn about different animals and where they live. Older children learn to follow simple instructions. This helps to develop their listening and attention skills in preparation for starting school.
- Children's well-being is promoted effectively by the culture and ethos of the setting. For example, children are provided with plenty of fresh and nutritious food and snacks. Staff engage with children well to help them understand how to take care of their bodies. For instance, they talk about how eating their food will give them energy to run and play and how drinking after their meal is good

for their overall health. Children who require a sleep are offered suitable cots and mattresses to rest upon and staff are diligent on checking sleeping children.

- Partnerships with parents are good. Parents speak highly of the staff. They appreciate the action taken by the nursery to keep in touch with them during any changes and because of the COVID-19 (coronavirus) pandemic. Staff provide parents with a good amount of information and activity bags to help them support their children's learning at home.
- Partnerships with other professionals involved in children's care are maintained well, and help meet their individual needs.
- Leaders and managers are ambitious and improve the quality of the curriculum and provision further. All staff have good opportunities for ongoing professional development. This helps them to enhance their knowledge and understanding of childcare. Most staff comment they feel well supported and their workload is manageable. However, performance management is not sharply focused to help them develop and raise the quality of the curriculum to the highest level.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good awareness of their roles and responsibilities to safeguard children. They are confident in the signs and indicators of abuse and the procedures to follow should they have a concern about the welfare of a child. The management team ensures that all staff undertake regular training to keep their safeguarding knowledge and skills up to date. Children's safety is given high priority. For example, there are sufficient staff on duty and staff are given regular breaks. Comprehensive recruitment procedures are in place to ensure that staff are suitable to work with children. Staff follow effective procedures to deal with any accidents and incidents, to promote children's safety and welfare.

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

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

- develop the curriculum further and ensure all children are sufficiently challenged to help build on their knowledge and skills
- focus staff supervision more precisely on raising the quality of the provision to the highest level.

## Setting details

<b>Unique reference number</b>	2585412
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10206758
<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 4
<b>Total number of places</b>	102
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01256 636652
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Horizons Basingstoke Copper Beeches Day Nursery and Preschool registered in 2000. The nursery is open each weekday from 7.30am to 6pm. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 27 staff, of whom 12 have appropriate early years qualifications at level 3 and above.

## Information about this inspection

### Inspectors

Tracy Bartholomew  
Anneliese Fox-Jones

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager explained the nursery curriculum during a learning walk with the inspectors.
- One of the managers and one of the inspectors completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- The inspectors spoke with some parents and took their views into consideration, along with the views of children, managers and staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021