

# Inspection of Bright Horizons Chigwell Day Nursery and Pre-School

Eton Manor, Roding Lane, Chigwell, Essex IG9 6BJ

---

Inspection date: 17 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 Good

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

### **The provision is good**

All children make good progress in relation to their individual starting points. They have a positive attitude to learning and, overall, enjoy the good range of activities staff provide. Babies explore paint with their hands, watching as it drips off their fingers onto the paper. Older children take staff on a garden bug hunt to look for spiders and slugs. Children respond confidently to staff's questions and show concern when they decide a slug looks 'poorly'. They find it a leaf which is carefully placed close by for the slug to eat.

Toddlers find endless fascination in water play. They use containers to pour water into small bottles before emptying them and starting over. Staff are close by to offer support. They talk to toddlers about what they are doing, introducing new words to help extend their language. Children are happy, confident and settle quickly. This is partly due to the staff's focus on promoting children's personal, social and emotional development. All children have good relationships with their key person and other staff. Babies and toddlers enjoy reassuring cuddles from staff as they wake up from their naps. Pre-school children enthusiastically share their thoughts and ideas with staff.

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

- Staff make effective use of technology to show children how to find information. For example, when pre-school children ask how the sea fills up with water, staff help them to search for the answer. Children make dough which they use to create models of puffer fish, based on pictures seen on the internet. Others make dough models from the popular children's book about a rainbow-coloured fish. However, on occasions, staff do not give children enough resources and opportunities to express their creative ideas.
- Children develop a love of books and enjoy listening to stories. Toddlers eagerly go and fetch their favourite books, which they give to staff. Children sit and listen as staff read, joining in with sentences they are familiar with. This helps to support their literacy skills.
- Staff constantly acknowledge and praise children for their achievements. Babies grin cheekily at staff when they manage to pull themselves up against furniture. Toddlers build train tracks and confidently tell staff what they have done. Pre-school children use complex words to ask staff probing questions and to share their thoughts. For example, they explain to staff how they could build 'leaf-world' to keep slugs safe.
- Children behave well and older children, generally, know what is expected of them, especially during daily routines. However, sometimes, the organisation of mealtimes, means that toddlers who have to wait for their friends to finish become fidgety and lose concentration.

- The manager provides good opportunities for staff to improve their professional knowledge and practice. Regular supervision meetings enable staff to discuss their key children and request any training that they wish to complete. A thorough induction programme helps new staff to become familiar with their individual roles and responsibilities, as well as the policies and procedures.
- Staff help children to learn how to keep themselves and others safe. At mealtimes, children recognise what foods their friends can or cannot eat from the different coloured plates and cups. Children also learn about the differences and similarities between themselves and their friends. Staff provide a good range of activities and resources, which helps children to respect and value each other's cultures.
- The manager has a good oversight of the progress different groups of children make. This helps to identify any emerging gaps in their learning. Staff understand how to support children with special educational needs and/or disabilities and when to seek guidance from professionals outside of the nursery.
- Since the COVID-19 (coronavirus) pandemic, parents have been unable to enter the nursery. Despite this, parents are very complimentary about the partnerships with staff. They comment that they are looking forward to being able to drop off their children in their nursery rooms in the near future. Daily updates between parents and staff help to share children's achievements and their changing care and learning needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms which could indicate a child is at risk of harm or abuse. They complete regular child protection training to keep themselves aware of current guidance, such as what to do should they suspect a child, their siblings or parents are at risk of radicalisation. The manager frequently checks staffs knowledge as she asks safeguarding questions during staff meetings and when she goes into the nursery's rooms. Staff know what to do if they have any concerns about a colleague's practice, including the manager.

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

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

- support staff to understand how to promote children's creativity
- review and develop staff's organisation of some daily routines, particularly mealtimes, to keep children fully engaged.

## Setting details

<b>Unique reference number</b>	EY385378
<b>Local authority</b>	Essex
<b>Inspection number</b>	10207168
<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>	118
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Casterbridge Nurseries Ltd
<b>Registered person unique reference number</b>	RP900869
<b>Telephone number</b>	020 3780 3061
<b>Date of previous inspection</b>	15 September 2017

## Information about this early years setting

Bright Horizons Chigwell Day Nursery and Pre-School registered in 2008. The nursery employs 44 members of staff, of whom, 31 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sue Mann

## Inspection activities

- This was the first routine inspection the provider 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 viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Children spoke to the inspector about what they like doing.
- The inspector spoke to the management team and staff during the inspection.

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