

# Inspection of Bright Horizons Wilmington Day Nursery and Preschool

Common Lane, Wilmington, Dartford, Kent DA2 7EU

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Inspection date: 2 November 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children, including those new to the nursery, settle well. Young children enjoy the closeness of cuddles with staff, which helps to develop strong bonds. Older children confidently talk about their experiences and recall events, such as when they carved pumpkins and named the shapes that they carved, including a triangle and semi-circle. Children thoroughly enjoy their time at nursery and access challenging experiences that enable them to make good progress in their learning. Children have good opportunities to widen their awareness of the wider world and to be ambitious. For example, they explore with staff what they want to be when they grow up, and then review this after their year in pre-school. Their initial ideas of wanting to be 'Superman' evolve into being a fire fighter, after a visit from the fire service.

Children behave well and show great consideration for others, for example helping them to wipe paint off of their hands. Older children enjoy staff giving them responsibility for supporting others. For instance, they are tasked with helping the younger children find and put on their coats. Staff enable children to learn right from wrong and they develop good friendships. For example, they enquire who is going to be at nursery and are excited when their friends' names are mentioned.

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

- The members of the management team are newly in post and have evaluated the strengths and areas for improvement across the nursery effectively. They have well-targeted ideas for development and successfully support the staff to enhance their professionalism. Staff reflect that the management team supports their well-being effectively. For example, staff have time during their working week to complete written work and also coursework required for a qualification.
- Young children enjoy listening to songs sung by staff. For example, to support children while they wait for snack, staff sing action rhymes and children watch in awe at their faces and hands as they do the actions. Staff also use simple sign language to help children young understand what is happening next.
- Managers have introduced new guidance for staff to use when observing and assessing children's development and planning of the curriculum. The implementation is in its infancy and staff are not fully confident in their knowledge of the new system. This has led to minor weaknesses in practice. For instance, not all staff fully understood the individual planned next steps for all children and, on occasion, planning for activities was not thoroughly thought through.
- Young children happily engage in conversation with others about their chosen play. One child took delight as they found the fire engine from the basket of cars and trucks. They indicated that this was a 'nee naw' and continued to identify

two further fire engines and pointed out the lights. This showed skill in identification, good knowledge about the engines and also effective communication and language skills.

- Partnerships with parents are good. Staff successfully build relationships and encourage parents to be fully involved in their child's learning. Parents share information about things children have been doing at home. For example, they share activities and achievements from home, which are written on a paper leaf and hung from their 'tree' in the pre-school. Staff use these as discussion points to ignite conversations and enhance children's skills of recalling events.
- Children with special educational needs and/or disabilities receive early support. This enables prompt diagnosis and plans to be implemented swiftly. Staff receive help and advice from the special educational needs coordinator to support them in their practice. Managers use any additional funding children receive specifically to enhance the outcomes for individuals.
- Staff enable children to learn about other languages and cultures. They gain a clear knowledge of children's backgrounds and heritages and seek support from parents with aspects such as key words in their home language. Children hear these words and begin to adopt and use them in their conversations with others.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff, including the designated safeguarding leads, clearly understand their role in safeguarding children. They know the procedures to follow to ensure that any child protection concerns are acted upon without delay. Staff are fully aware of the wider aspects of safeguarding and how to identify children who may be vulnerable or families in need of support. Staff risk assess the nursery environment and implement any action needed to make improvements and minimise risks. When any accident or incidents occur, leaders take prompt and effective action to review practice and make improvements.

## **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 embed the new system for the assessment of children and planning of the curriculum
- strengthen systems to ensure that the next steps in learning are consistently known by all staff and that every activity planned to support next steps is fully effective.

## Setting details

<b>Unique reference number</b>	EY307170
<b>Local authority</b>	Kent
<b>Inspection number</b>	10209521
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	53
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01322 917504
<b>Date of previous inspection</b>	4 March 2014

## Information about this early years setting

Bright Horizons Wilmington Day Nursery and Preschool registered in 2000 and is situated in Dartford, Kent. There are 21 staff, including the manager and deputy manager, most of whom have relevant childcare qualifications. The nursery receives funding for the provision of free early years education for three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Penticost

### Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 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 manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the manager, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.

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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