

Inspection of Bright Horizons Richmond Queen's Road Day Nursery and Preschool

C/o Marshgate Primary School, 157 Queens Road, Richmond, Surrey TW10 6HY

Inspection date: 4 November 2021

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Children form close attachments with their key person and settle in quickly. They are happy and feel safe. Children show positive attitudes to learning and join in a range of activities, including role play and arts and crafts. However, some children lose interest because some staff do not engage with children as well as others. As a result, children move between activities without fully taking part or concentrating. Children make some choices about their play and join in activities staff plan. Children, especially those with special educational needs and/or disabilities and those who speak English as an additional language, do not make consistently good progress. They do not all receive consistent support for their communication and language development. In addition, not all children have opportunities to use their home language in their play and learning.

Babies and toddlers enjoy exploring their senses during activities, for example having a feel and a splash in water mixed with flour. Pre-school children engage in activities that help them develop early writing and mathematical skills. For example, they use tweezers to pick up and count bears and confidently recognise colours. Children are kind and polite. They learn to use good manners and behave well.

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

- Leaders and the dedicated manager are ambitious for all children to make progress. However, they do not monitor staff's practice and the impact it has on children's learning. Staff have a limited choice of professional development opportunities to enhance teaching practice. Teaching is inconsistent and the quality of education is variable. Nevertheless, children engage in the play they choose, often started by themselves.
- Most staff know children well. They make observations and carry out required assessments for children and share these with their parents. Parents are happy with the quality of care and education that their children receive.
- Leaders and managers do not ensure that they talk to staff from other settings that children attend or find out from parents what children can do at home. As a result, children lack consistency in their care and learning.
- The manager considers how to use funding effectively to support each child's learning. She identifies that some children who are returning after a period of absence due to the COVID-19 pandemic lack communication and language skills. However, not all staff focus their interactions with children to support them to develop. They do not give children the time to express themselves or to think and respond to questions. Some staff try to teach children letters and sounds before they have mastered simple language skills.
- Some staff do not communicate with each other effectively enough to share

information about children's starting points or progress when children move between the rooms. This means they do not plan for children as effectively as possible from the beginning.

- Staff support children to become independent as they move to the next stage in their education. For instance, they encourage children to set the tables and serve themselves at mealtimes and to put their coats on without any help.
- Staff are kind and caring and they meet children's care needs sensitively. Babies enjoy the time spent with their key person and often seek their attention. They test their physical abilities and have plenty of opportunities to move around safely.
- Toddlers enjoy exploring natural resources they find outside. For example, they collect leaves, twigs and pine cones and explore their textures.
- Pre-school children enjoy listening to stories. For example, they learn about birds and show an understanding of why birds migrate to warm countries in autumn.
- Some children are confident enough to talk to visitors. Children spoke to the inspector about the colours and sizes of leaves they found in the outdoor area. Children demonstrate a basic knowledge of mathematical concepts.
- Staff ensure that children have regular opportunities to be active and enhance their physical development. For example, children gain control of their bodies while on the climbing frame and enjoying a selection of games outdoors.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have appropriate procedures to ensure staff's ongoing suitability to work with children. Leaders, managers and staff understand their responsibilities to undertake regular risk assessment to minimise hazards to children and keep them safe. They ensure they closely monitor and manage children's allergies to keep children healthy and safe. All staff have a secure understanding of safeguarding children. They know what to do if they have a concern about a child in their care. In addition, they are clear about how to report an allegation made against a member of staff and how to protect children's welfare.

What does the setting need to do to improve?

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

	Due date
--	-----------------

provide more opportunities for staff's professional development, tailored to their individual needs, to ensure that they offer children quality learning and development experiences so that children continually develop	04/02/2022
implement a curriculum which focuses on individual children's learning and interests, specifically in communication and language development, to help all children make consistently good progress	04/02/2022
ensure that children who learn English as an additional language have opportunities to use their home language in their play and learning to help them become good communicators.	04/02/2022

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

- develop shared communication with staff at other settings that some children attend, and encourage parents to share their children's learning from home, to deliver consistency in children's care and learning
- improve information-sharing between staff to help support children as best as possible when they first start and when they move between the rooms.

Setting details

Unique reference number	EY302074
Local authority	Richmond Upon Thames
Inspection number	10213123
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	66
Number of children on roll	76
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3906 6563
Date of previous inspection	23 May 2017

Information about this early years setting

Bright Horizons Richmond Queen's Road Day Nursery and Preschool registered in 2005. It is one of a large group of nurseries. It operates from Marshgate Primary School in Richmond, in the London Borough of Richmond upon Thames. The nursery is open from 7.30am to 6.30pm each weekday, for 51 weeks of the year. It runs a breakfast and after-school club for children attending Marshgate Primary School. The out-of-school clubs open from 7.30am to 9am and from 3.15pm to 6.30pm, during term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 17 staff. Of these, 10 staff hold appropriate early years qualifications at level 3, and three staff hold qualifications at level 2.

Information about this inspection

Inspector

Katarina Hustava

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector had a tour of the premises and completed a learning walk with the manager. The manager described how the environment and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the manager.
- The inspector spoke to staff and children at appropriate times during inspection.
- The inspector held a meeting with the senior leaders and the nursery manager. She looked at relevant documentation, such as the evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents and grandparents during the inspection and took account of their views.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2021