

Inspection of Bright Horizons Bickley Day Nursery and Preschool

2 Daly Drive, Bickley, Bromley, Kent BR1 2FF

Inspection date: 9 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Young children show strong bonds with their key person and enjoy lots of cuddles and support. Older children form trusting relationships with staff and learn to respect the needs of their peers. Children behave well and they feel safe and happy at the setting. Children build on their early literacy skills. Toddlers snuggle up to staff while they read stories. They keenly join in with the actions and sounds, and answer questions about what will happen next. For example, they respond to a story about vehicles by making sounds such as 'brum brum' and 'choo choo'. Older children use language effectively to communicate their ideas. They excitedly say that the pet snails were small and have now grown bigger and that they like to eat cucumber. The staff team has high ambitions for individual children and plans well to meet their needs. Children who speak English as an additional language and those who have fallen behind in their language development make good progress from their starting points. Babies develop their early walking skills and learn to balance, for instance while kicking and throwing balls. They step up on the small blocks, hold hands with staff and keenly join in saying 'ready, steady, go' as they jump down.

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

- Self-evaluation is effective, and leaders and managers take appropriate steps to address previous weaknesses. They monitor staff practice effectively through regular supervision meetings and have discussions with staff to identify and address any matters concerning their welfare.
- The curriculum is planned well to meet the needs of individual children, including those who need additional support. Staff share information effectively with parents, professionals and other settings that children attend, to plan and achieve common goals in children's learning and development. Children are prepared well for the next stages in their learning.
- Staff promote children's good health and well-being. Good systems are in place to meet individual children's dietary needs. Children enjoy relaxed mealtimes, where they are able to eat at their own pace and make choices of foods they want to eat. Staff provide opportunities for older children to learn about dental hygiene, and staff teach them how to keep themselves safe in the approaching winter months.
- The staff plan several activities to help older children learn about people's differences. Staff encourage them to ask questions and comment on their observations of people around them. However, during some related art and craft activities, staff do not plan the resources well enough to fully enable children to express their ideas.
- Staff promote children's independence and support children well to develop a sense of belonging. Staff help young children to learn to eat independently and

to help themselves to water when they need to. Older children enjoy helping to set up the tables in preparation for lunchtime.

- Staff teach children about shapes and measures, for example as they fill sand into containers and make shapes. Through these activities, and in other ways, children build on their early mathematical skills. Children take turns well with their peers and use polite language in their interactions with others; for example, they say 'please can I have the star'.
- Older children join in familiar songs such as 'what is in the box'. They use language effectively to communicate their ideas. They say 'you have to shake the bell to make a sound'. Staff challenge their listening skills; for example, they teach children to differentiate between loud and quiet sounds.
- Most parents provide positive feedback about their children's time at the setting. Leaders and managers continue to evaluate their practice and identify further ways to continually strengthen the processes to share information with parents.
- Staff encourage older children's participation in group games. Children hide under the parachute, and they squeal with delight when staff lift the parachute and say hello to them. However, staff do not make the most of the outdoor environment to provide more challenging opportunities for older children to practise a range of physical skills, particularly for those who prefer to learn outdoors.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of safeguarding procedures. They know what to do if they are worried about a child's welfare and the procedures to follow in the event of an allegation against staff. The managers regularly review staff's knowledge of safeguarding and train them on wider safeguarding matters, such as modern slavery and county lines. They keep parents informed of health and safety matters and seek advice from relevant organisations to deal appropriately with the challenges faced during the current COVID-19 pandemic. Staff complete regular risk assessments to identify and minimise risks to children's safety.

What does the setting need to do to improve?

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

- make the most of the outdoor learning environment, particularly for those children who prefer to learn outdoors, and provide more challenging opportunities for older children to develop their physical skills
- consider ways to fully support children's creativity, particularly to facilitate them to express their ideas through art.

Setting details

Unique reference number	EY399366
Local authority	Bromley
Inspection number	10197907
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 4
Total number of places	96
Number of children on roll	86
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3038
Date of previous inspection	30 January 2017

Information about this early years setting

Bright Horizons Bickley Day Nursery and Preschool registered in 2009. It is located in the London Borough of Bromley. The nursery is open from 7.30am to 6pm for 52 weeks of the year, excluding public holidays. The nursery receives funding to provide free early education for children aged three and four years. There are 25 staff working with the children. Of these, 14 staff hold recognised childcare qualifications, including one staff who holds an early years professional status. The nursery also employs a chef.

Information about this inspection

Inspectors

Geetha Ramesh
Jo Geoghegan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider
- The manager accompanied the inspectors on a learning walk and described how the curriculum is planned and implemented.
- Parents shared their views with the inspectors regarding their children's time at the setting.
- Staff and children shared their views with the inspectors and the inspectors observed how staff interacted with the children.
- The inspectors held discussions with the management team, assessed the effectiveness of the setting's self-evaluation and viewed relevant documents.
- The inspectors discussed information received since the previous inspection and assessed the effectiveness of safeguarding at the setting.
- The manager observed an activity jointly with the inspectors and discussed how the management team monitors staff practice.

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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