

Inspection of Bright Horizons New Beckenham Day Nursery And Preschool

H S B C Sports & Social Club, Pavilion Lane, BECKENHAM, Kent BR3 1QW

Inspection date: 10 December 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The enthusiastic staff welcome children warmly when they first arrive. Children who require additional support are given a cuddle by attentive key staff. Children keenly find their friends and toys that they enjoy, and very quickly settle. Children feel safe and emotionally secure. Older children become immersed in their play. They are keen and enthusiastic learners. Older children study buildings that they create from wooden blocks and keenly share their ideas with the inspector. They concentrate as they build bridges and houses for toy cars.

All children benefit from plenty of fresh air and physical exercise. Children skilfully learn how to ride tricycles. They confidently negotiate obstacles and enthusiastically jump from soft-play equipment. Children laugh with delight as they run from a 'wolf', and shout out 'what's the time Mr Wolf'. Children behave very well as they walk to and from the outdoor area. They keenly listen to instructions, hold hands with staff, and walk safely. Staff supervise children extremely well to promote their ongoing safety.

Toddlers have lots of fun and enjoy many activities that spark their imaginations. Staff have very high expectations for all children, particularly children in the toddler room. Children excitedly take part in 'science experiments' to further help promote their early mathematical ideas and exploration.

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

- Leaders consistently use self-evaluation to successfully identify any weaknesses in practice, and to help provide good-quality care and early education. For example, in light of the COVID-19 pandemic, leaders have adapted routines at the beginning of each day. A one-way system has enabled staff to manage who enters the nursery, to help limit the spread of infection. Furthermore, staff provide parents with access to an online system to allow them to see what their children achieve on a daily basis. Parents speak highly of the new system and welcome daily pictures of activities that their children enjoy.
- Overall, leaders focus on staff's professional development. They help staff to build on their good teaching skills and enhance their knowledge of how to plan a sequenced curriculum to meet the needs of all children. However, this is in an early stage of development and some staff continue to need support on what they intend children to learn. Nevertheless, the manager confidently describes her ambitious curriculum. She explains what she intends all children to learn over time. The manager understands the impact of activities and experiences on children's learning and development.
- Leaders value the views and comments of parents. All complaints are taken seriously and reviewed swiftly to help to identify where improvement can be

made. External agencies are quickly notified, for a seamless approach. Partnerships with parents are promoted very well. For instance, some parents join a parent forum to share their views. Parents say that they welcome the support they receive from key staff. They appreciate the regular ideas that staff provide to further support their children's learning at home.

- When staff talk to children, they get down to children's level, speak clearly and use the correct pronunciation. This helps to support children's developing communication and language skills. Staff successfully promote children's love of books and sing lots of songs and rhymes. For example, older children listen intently to a story about a frozen princess. Toddlers excitedly join in the actions with great enthusiasm. For example, they pretend to be sleeping bunnies.
- Staff support children with special educational needs and/or disabilities well. They identify any gaps in children's learning quickly and discuss these with parents. Staff are proactive in getting professionals to identify the help and support that children require. This early intervention helps all children to make the best possible progress from when they first start.
- Babies show high levels of social awareness and independence. They toddle and cruise furniture to eagerly explore the environment. Babies develop their communication and language skills well. For instance, they use eye contact, babble and speak single words to communicate their needs and wants. Staff are attentive and quickly respond to the care needs of the youngest children well. However, at times, staff do not consistently support and engage the youngest children in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection and safeguarding issues. They have good understanding of broader safeguarding issues, such as county lines and female genital mutilation. Staff have a secure understanding of the correct procedures to follow should they have concerns about a child's welfare and allegations against staff. Leaders have robust recruitment and vetting procedures in place to ensure that permanent staff, bank staff and agency staff are suitable to work with children. They use induction and ongoing supervision meetings to help all staff securely understand their roles and responsibilities.

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 develop the quality of teaching to a consistently high level, and to extend their understanding of what they intend children to learn
- plan opportunities for the youngest children, particularly in the baby room, to be consistently supported and engaged in their learning.

Setting details

Unique reference number	2558543
Local authority	Bromley
Inspection number	10177193
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	71
Number of children on roll	69
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3036
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons New Beckenham Day Nursery and Preschool registered in 2019. The nursery employs 18 members of childcare staff. Of these, the manager holds an early years degree, one member of staff holds qualified teacher status, and two members of staff hold qualifications at level 6. Six staff hold qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the setting.
- A range of documentation was viewed by the inspector, including public liability insurance, written complaints, notifications to the local authority, and paediatric first-aid qualifications.
- A tour of the premises indoors and outdoors used for the purpose of childcare was completed by the inspector and the manager.
- The inspector spoke to parents and took account of what was said.
- The manager and the inspector had a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector completed a joint observation of an activity with the manager and assessed the impact this has on children's learning.

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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