

Inspection of Bright Horizons Bramingham Day Nursery and Preschool

79 Lucas Gardens, Bramingham Park, Luton, Bedfordshire LU3 4BG

Inspection date: 24 January 2022

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 come into the nursery happily and find things they like to play with. However, leaders have not ensured that all staff have sufficient knowledge of the curriculum to enable all children to reach their full potential. Some activities help children to learn. For example, they explore the smell of dough containing added ingredients to identify the scent. Other activities, such as singing, require children to sit for longer than necessary, and they become less engaged in the learning on offer at these times.

Children go outside every day and clearly enjoy outdoor play. However, staff sometimes do not focus on areas of learning beyond physical development outdoors. This means that some children, particularly those who prefer to learn outside, do not experience the full breadth of learning opportunities to help them make good progress.

Babies explore a range of sensory resources and enjoy playing 'peek-a-boo' using a scarf with a member of staff. Older babies explore sand, filling and tipping it between different containers. They enjoy listening to stories as they look at the pictures in a book that a staff member reads in a lively tone of voice.

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

- Leaders are in the process of embedding a new curriculum. They have some understanding of what they want children to learn. However, they do not successfully help all staff to understand how to put this into practice. Children are not consistently having experiences they need to help them make good progress. Additionally, because of the way staff are deployed in the baby room, they prioritise babies' care routines over development opportunities, which disrupts babies' learning.
- Staff working with smaller groups of children in the outdoor area sometimes focus on supporting children to develop specific skills. For example, staff help children to investigate things they find in the garden. However, they do not make the most of these opportunities to challenge and extend children's understanding. Additionally, children do not have access to a wide range of resources outdoors to stimulate their curiosity and development. Children are interested by a group of worms they find in mud. Staff introduce some mathematical ideas as they talk about which worm is bigger or smaller. However, there are no resources available to help children examine the worms further. Furthermore, staff are frequently occupied by managing the children who are kicking balls to each other.
- Overall, children have secure attachments to staff and enjoy a close bond with

their key person and others. Staff know children's care needs well and understand their home lives. They use this knowledge to help all children feel welcomed in the setting. Mealtimes are very sociable. Children develop a sense of responsibility and independence as they help to set the table and serve their own food. Generally, children behave appropriately and know what is expected of them. Minor incidents of unwanted behaviour are dealt with suitably.

- The premises remain suitable for children's care, and improvements that have been made to risk assessment processes in the last year have been sustained. Areas used to manage children's hygiene, including nappy changing, are clean and suitable. Overall, staff understand their roles and responsibilities to promote children's well-being. Where there have been occasional lapses in procedure, these have been addressed swiftly and appropriately by senior leaders.
- Parents are positive about the experiences their children have at nursery. Staff have established successful partnerships with other professionals involved in children's lives, including services for children with special educational needs and/or disabilities.
- Staff take some opportunities to follow children's developing interests. For example, when they paint the wheels of a car, staff help them to roll the cars along a large piece of paper and they talk about the marks they have made. Staff extend this to encourage children to speak about what they can see, helping their communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a broad understanding of potential signs for concern in children's lives, and in relation to adults who work with children. Prompt action is taken where there is reason to have concern about a child's well-being, and staff are vigilant about children's safety. Leaders and staff understand both internal and external reporting procedures and are confident to raise issues where they find them. All staff understand local area procedures and know how to monitor and report developing concerns.

What does the setting need to do to improve?

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

	Due date
implement a curriculum that ensures practitioners stimulate children's interests, respond to their emerging needs and guide their development through warm, positive interactions	03/04/2022

ensure that staff are deployed effectively to meet children's learning needs as well as their care needs	20/02/2022
ensure that training, coaching and support provided for staff help them to understand what children need to learn next and improves the quality of their interactions with children, according to the different rates at which individual children learn.	20/02/2022

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

- develop opportunities for staff to engage children's learning across the curriculum outdoors, particularly for those children who prefer to learn outside.

Setting details

Unique reference number	EY291389
Local authority	Luton
Inspection number	10220091
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	132
Number of children on roll	122
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01582 343714
Date of previous inspection	17 October 2019

Information about this early years setting

Bright Horizons Bramingham Day Nursery and Preschool registered in 2004 and is located in Luton, Bedfordshire. The nursery employs 28 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 or above, including two at level 6. The nursery is open Monday to Friday from 7.30am until 6.30pm, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Naomi Brown
Ann Austen

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 has taken that into account in their evaluation of the provider.
- Two inspectors completed this inspection. One inspector carried out a learning walk with the nursery manager and discussed the curriculum aims and objectives.
- The inspectors viewed all areas of the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspectors during the inspection.
- One inspector carried out joint observations of activities in the garden with the manager.
- One inspector spoke to several parents during the inspection in order to gather their views.
- The inspectors looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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