

Inspection of Bright Horizons Andover Day Nursery and Preschool

11 Church Close, Andover, Hampshire SP10 1DP

Inspection date: 24 February 2022

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

Children receive a warm welcome each day by staff and enjoy the nurturing environment, where they feel safe and happy. The high expectations for all children to learn and develop is evident across the nursery. Children with special educational needs and/or disabilities promptly receive any extra help they need. This helps them to reach their potential. Children behave well and learn to adapt their behaviour by understanding how it affects others. For example, children confidently put their hand up and tell a new friend 'I don't like it' when they receive an unwanted push. Staff use books well as teaching aids, such as 'The Colour Monster' to help children to learn about behaviour and confusing feelings. Children use the interactive board to display different expressions on coloured faces. They name them with confidence, such as 'calm' and 'scared'.

Children develop good fine motor and pre-writing skills. For instance, older children practise forming small letters and shapes in a large memo book they see during role play. Babies learn how to hold an open top cup and drink when they are thirsty. Older children learn about good oral health and the importance of teeth cleaning in a fun, practical activity. They show an eagerness to develop their technology skills. For example, they sit in a small group and talk about how to operate the mathematical game on the computer.

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

- The competent leaders and managers ensure that staff are inducted well and receive good training to understand their responsibilities. There is a very good focus on staff well-being, teamwork and valuing each other. The company's 'hearts' principles are threaded through all they do, from staff to children. For example, staff feel accountable and speak honestly about how respected and supported they feel by management.
- The quality of education is good. Staff have a good understanding of the children and their family's needs and characteristics. They have a clear understanding of the learning intent for children's play and learning activities and implement these well. However, there is less of an emphasis on providing older children with challenging climbing and balancing experiences.
- Babies are offered extremely good care. There is a high focus on building a very strong relationship with their key person. Staff receive good training in this aspect of their role. Consequently, babies' personal care routines are carried out mostly by their key person. During this time, babies engage in frequent purposeful interaction, which effectively builds on their key skills in understanding, speaking and social development.
- Throughout the nursery, there is good emphasis on promoting children's communication and language skills. For example, children in the two-year-old

room, pick up a picture prompt on display in the book corner and spontaneously sing a favourite rhyme to the staff. Staff in the baby room consistently use sign language, when they talk and play with children.

- The leaders and managers implement a good staff monitoring system each day to ensure requirements are met and staff know and understand their role. For example, they complete the daily 'Huddle', where they check ratios, child supervision, learning intentions and present staff with various safeguarding scenarios.
- Children demonstrate positive attitudes and good behaviour. They are motivated by the stimulating play choices on offer to them. For example, babies moving to the two-year-old room happily explore what they can do in the outdoor area. They sit contently at the table with their new friends at mealtimes. Pre-school children enjoy accessing and being focused in the sensory den.
- Parents speak of the excellent communication and support they receive from staff. They feel listened to and build a strong partnership with the staff and leadership team. Children benefit from this collaborative teamwork, particularly those children identified as requiring extra support.
- There is very good partnership with other agencies to support the most vulnerable families. The special educational needs coordinator and designated safeguarding lead work very closely with other professionals. Supportive plans are in place to help children and parents. However, they have a high number of children with specific needs, including those who speak English as an additional language. The leaders and managers recognise the teaching support for these groups of children needs strengthening.

Safeguarding

The arrangements for safeguarding are effective.

The staff team clearly understand their role in child protection and are knowledgeable about wider safeguarding issues. They are confident in the procedures to follow should they have any concerns about a child or in the event of an allegation being made against a staff member. Leaders make sure safeguarding is at the forefront of the staff's minds through daily monitoring checks. All staff are fully trained in paediatric first aid and there is strong attention to minimising choking incidents. For example, leaders regularly check the supervision of children at mealtimes. Leaders follow safe recruitment procedures to help ensure the suitability of new recruits.

What does the setting need to do to improve?

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

- strengthen the teaching support for children who speak English as an additional language and those identified as below expected levels in speaking, particularly

for children aged two and over

- enhance the opportunities for older children to climb and balance.

Setting details

Unique reference number	EY443569
Local authority	Hampshire
Inspection number	10215919
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	80
Number of children on roll	82
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01264 351 535
Date of previous inspection	14 December 2016

Information about this early years setting

Bright Horizons Andover Day Nursery and Preschool registered in 2012. The nursery is located in Andover town centre, Hampshire. The nursery opens Monday to Friday from 7.45am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early years education for children aged two, three and four years. The nursery employs 18 members of staff to work directly with the children; of these, 13 hold early years qualifications ranging from level 2 to level 6.

Information about this inspection

Inspector

Lorraine Wardlaw

Inspection activities

- This was the first routine inspection the setting received since the 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 setting.
- The inspector conducted a learning walk with the manager to discuss the curriculum and how they organise the provision.
- The manager and inspector conducted a joint observation and evaluated the quality of teaching.
- Parents spoke to the inspector to share their views of the setting.
- Children were observed and spoken to by the inspector during their play and learning activities.
- The leaders and the inspector held a leadership and management meeting to discuss safeguarding arrangements and look at documentation.

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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