

# Inspection of Bright Horizons Putney Day Nursery and Preschool

107-109 Norroy Road, Putney, London SW15 1PH

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Inspection date: 11 February 2022

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

### **The provision is good**

Children are curious learners and show that they are happy and secure. They have good opportunities to learn through their senses and acquire new knowledge and skills. Children choose from a good range of exciting activities that support their learning across the different areas of the curriculum. They benefit from staff's high expectations for their learning. Babies have fun exploring and mixing herbs. They listen to staff and repeat new words. Babies listen with interest to the story, 'The Tiger Who Came to Tea' and then play imaginatively with different foods linked to the story.

Toddlers name animals and discuss different habitats while they play with water. They develop their hand muscles when manipulating scented dough and count the objects they make, extending their mathematical knowledge. In addition, toddlers delight in singing action songs and exploring musical instruments. They listen carefully and have a growing awareness of rhythm and rhyme. Pre-school children are good problem-solvers. For example, they creatively build and persevere when exploring construction resources. Children learn about letters and sounds. For example, when participating in 'Alphabet yoga'. Children take turns and share during play and they behave very well.

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

- Families benefit from an effective settling-in process. Staff use this time to find out detailed information about children's needs, routines and preferences. They use this information very well to plan activities that incorporate their interests and build on their current stage of development. As a result, children settle in well and they are relaxed and content.
- Leaders develop a rich curriculum that includes a varied programme of activities for children's age and stages of development. Children respond positively with enjoyment. Staff closely monitor their learning and support children to make good progress.
- Children with special educational needs and/or disabilities and children who speak English as an additional language receive good levels of support. For instance, staff work closely with parents and other professionals to ensure a shared approach to their learning.
- Children develop good relationships with staff and their peers. Children are kind towards each other. Staff interactions are supportive and children respond well to encouragement and praise. They understand what staff expect and follow the rules and boundaries. Children behave well.
- Staff regularly help children to understand their feelings and emotions. For instance, staff have conversations with children about how they feel as they place their photographs on a feelings display board. This has different colours

that represent different emotions, such as happy, sad and angry. Children frequently discuss how they feel; many stating they feel happy.

- Staff have good partnerships with parents. They receive regular updates about their children's day and ongoing development. For instance, staff share children's experiences and development using an online app. Parents express that there is a welcoming atmosphere, and their children are excited to attend.
- Leaders and staff focus on promoting healthy lifestyles for children. Children eat a variety of healthy foods and snacks and staff have conversations with them to develop their understanding of nutritious foods. They also have regular opportunities to play outdoors and experience fresh air. This develops their physical skills. In addition, staff promote children's emotional health effectively. For instance, children frequently join yoga sessions, breathing exercises and mindfulness games.
- Staff have good levels of support from leaders to fulfil their roles. For instance, they receive ongoing coaching and feedback to develop their skills. Furthermore, they have ongoing opportunities to engage in professional development to enhance their knowledge and practice. This means children benefit from a good range of learning experiences and have a positive approach towards learning.
- The quality of teaching is good, however, on occasions, some staff members questioning techniques do not extend and challenge children's thinking skills to the very highest level. Furthermore, staff do not always fully maximise opportunities for children to offer their own ideas during spontaneous play.
- Leaders regularly evaluate the provision and have a clear vision about making future enhancements. For instance, a new curriculum has recently been introduced with much more focus on outdoor learning and supporting children's holistic development. This has been helpful in promoting children's overall levels of well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders use thorough and rigorous recruitment procedures. For instance, as part of the recruitment process new staff complete trial sessions in the classroom to help ensure they are suitable to fulfil their roles. They complete an in-depth induction to help them to understand about their responsibilities. Leaders ensure staff can recognise any behaviours or signs that may show a child's safety and welfare is compromised. Staff know how to report any concerns to help keep children safe. In addition, in response to the pandemic, a new housekeeper has been employed to increase cleaning procedures to minimise the spread of infections and germs.

## What does the setting need to do to improve?

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

- enhance staff's teaching skills to extend and expand children's thinking skills and learning to the highest level
- reflect on giving children more opportunities to make their own suggestions and choices during play.

## Setting details

<b>Unique reference number</b>	EY289996
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10138244
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3906 6560
<b>Date of previous inspection</b>	27 May 2016

## Information about this early years setting

Bright Horizons Putney Day Nursery and Preschool registered in 2015. The nursery is located in Putney, in the London Borough of Wandsworth. It is open each weekday, from 7am to 7pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 18 staff. Staff hold appropriate childcare qualifications ranging from level 2 to 3.

## Information about this inspection

### Inspector

Amy McKenzie

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspector and manager completed a learning walk together to discuss their intentions for the quality of education.
- The manager and inspector jointly observed teaching and the impact this has on children's learning.
- Parents, staff and children's views were considered during the inspection.
- A leadership discussion was held to discuss the leader's vision and priorities for the future.

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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