

# Inspection of Bright Horizons Northcote Road Day Nursery and Preschool

119a Chatham Road, London SW11 6HJ

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Inspection date: 28 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

All children are happy and enjoy the busy, calm and highly stimulating learning environment. Children display good levels of emotional development. Babies who are new to the setting seek out familiar adults for cuddles of reassurance when they become unsettled.

All children become deeply involved in a variety of inviting, interesting and engaging activities. Babies maintain high levels of engagement and enjoyment when playing with water and pretending to wash dolls. Toddlers giggle with excitement while trying to blow and catch bubbles. Older children maintain good focus and concentration as they use construction blocks to make shapes. Children talk confidently and use a good range of vocabulary. Some of the youngest children can express themselves in full sentences and engage in meaningful conversations.

Children develop a good understanding of mathematical concepts in preparation for their move on to school. Some older children know the properties of shapes and can differentiate between a pentagon and a hexagon. In addition, they can count and understand the value of a number. Children feel safe and secure in the nursery. They learn the expected behavioural boundaries and staff continually support and praise children who are learning to share and take turns.

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

- The curriculum intent for physical development is implemented well. Children have good opportunities both indoors and outdoors to build on their large- and fine-motor skills. Staff encourage babies to move around, crawl and practise walking in the safe learning environment. Staff support older children to take age-appropriate risks in their play. They competently jump in and out of tyres and take large steps on plastic crates. Children confidently climb steps to access the tree house and learn to negotiate bends successfully while riding bikes and cars. In addition, staff build on children's understanding of healthy eating through planting and role-play activities.
- Staff engage children in exciting activities that encourage their curiosity. For example, staff mix flour and water to form gloop and babies enjoy exploring and watching it drip from their hands. They join in as staff sing nursery rhymes to them. They respond confidently by clapping and humming along. Toddlers enjoy rolling and kneading dough, pretending to make a pizza.
- Overall, staff make regular observations of children's learning to help them identify potential gaps. However, staff do not always use the children's next steps in learning to inform their planning. At times, some staff are unable to explain what they want children to get out of the learning experiences they

provide.

- The manager and staff work closely with parents. Staff use the online system and face-to-face communication well to keep parents informed about children's care and learning. In addition, they seek and act on the views of parents to help identify areas to improve and drive improvements. Parents are kept up to date with staff changes and other welfare matters through emails. Parents say they feel their children are happy and well cared for and know what the children have been doing each day.
- All staff are good role models who help children learn how to behave well, share resources, and take turns. Staff use highly engaging discussions and emotion books to teach children about different feelings and how to manage these to help support their mental well-being. Moreover, staff treat the children as individuals and value them. They always ask for the children's consent if they want to offer assistance during their play and learning. However, staff do not always use their strong teaching skills to help children to become independent in attending to their self-care needs and understand the importance of good hygiene. For example, some older children who can talk confidently, walk around with their noses uncleaned.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff use risk assessment well to ensure that the premises are safe and suitable for children. Staff understand the signs and symptoms that may indicate a child is at risk of harm and know how to report their concerns. They also know the correct procedures to follow if they have concerns about the behaviour of their colleague. The manager and staff attend regular safeguarding and child protection training to ensure their knowledge remains current. The manager deploys staff well to supervise children's learning and help to keep them safe. The provider follows robust recruitment and vetting procedures to ensure that staff working with children are suitable.

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

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

- improve staff's knowledge and understanding of assessment, particularly how to use this information to plan effectively and identify next steps for children's learning
- provide opportunities for older children to learn about and develop an understanding of good personal hygiene, so they become independent in managing their self-care needs.

## Setting details

<b>Unique reference number</b>	EY460053
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10225592
<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>	61
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	0203 780 3030
<b>Date of previous inspection</b>	3 October 2013

## Information about this early years setting

Bright Horizons Northcote Road Day Nursery and Preschool was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located in the London Borough of Wandsworth. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. There is currently a team of 18 staff who work directly with children. 16 of whom hold relevant early years qualifications at level 2 and above. One staff member holds Qualified Teacher Status (QTS).

## Information about this inspection

### Inspector

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## 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 setting.
- The manager and the inspector conducted a learning walk of the nursery and discussed how different areas are used for children's learning.
- The Inspector and the manager completed a joint observation of a planned activity and held discussions about children's learning.
- Some parents shared their views about the nursery and the care that staff provide for their children.
- The inspector spoke with children, staff and the senior management team at appropriate times.
- A range of documents, such as staff's suitability checks and qualifications, were viewed by the inspector.

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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