

Inspection of Bright Horizons Milton Park Day Nursery and Preschool

106 Park Drive, Milton Park, Abingdon, Oxfordshire OX14 4RY

Inspection date: 5 April 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's experiences vary across the nursery. Overall, there are clear learning intentions. However, some staff do not implement these well enough. For instance, some staff do not consistently talk to or model language to toddlers. This does not help build on their communication skills and vocabulary. However, some children receive better support, including those who need extra help in their development. Babies learn how to sign which helps them to communicate their wishes, for example, for 'more food'. Pre-school children listen well. They show confidence as they contribute to conversations. This helps them develop skills for starting school.

Mostly, children are confident, happy, and settled. They form positive relationships with their key person. However, on occasions, staffing arrangements are not well managed to meet children's needs. For example, during the inspection, babies were moved to different rooms for a short time, to help meet staff ratios. This led to some babies becoming either unsettled or confused, including new babies, who were beginning to become familiar with their new environment.

Children take part in a broad range of interesting activities, indoors and outside. They enjoy their play and activities. More established staff join in with children's play appropriately. For instance, toddlers enjoyed exploring water, and learned how to safely balance across crates with support from staff. Children, mostly, behave well. Older children follow instructions appropriately. At times, some children do not receive consistent guidance, to help them manage their own behaviour more effectively.

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

- Although, the leadership team use a range of strategies to monitor the quality of the nursery, these are not robust enough. This means the leadership team does not always successfully identify and address weaknesses in the quality of the provision and staff's practice. On occasion, the leadership team are unaware of what is happening in the rooms. This includes changes to staffing arrangements, which then unsettles some younger children. Staff do receive regular individual supervision meetings and have access to training, including gaining qualifications. The leadership team provides support for staff's well-being, and staff comment that the leadership team are approachable.
- Some staff in some rooms provide a good level of teaching to support children's learning and development. However, this is not consistent across the nursery. Some staff, including qualified staff, do not implement the learning intentions of the curriculum effectively enough. For instance, the leadership team are aware that COVID-19 has affected some children's communication and language development. However, they do not ensure that all staff provide good quality

interactions to support children's learning.

- Parents and carers confirm that they are very happy with their child's care and learning. They can see the progress their child has made. Staff work in good partnership with parents and carers, to meet the individual needs of each family. Parents and carers say their children are happy and enthusiastic to attend the nursery. The leadership team have provided a thoughtful and sensitive approach to support parents, carers and children during the restrictions of COVID-19. For instance, offering extra visits and additional phone calls to new parents and carers. This has contributed to the development of trusting relationships, which reassures parents and carers about their child's care and well-being.
- Overall, children develop a positive sense of belonging. Older children form friendships with each other. They enjoy talking and playing games together. Children mostly develop a suitable awareness of the behaviour expectations. At times, staff in some rooms do not consistently promote expected behaviours, such as to walk indoors.
- Children enjoy the healthy meals and snacks provided. Staff demonstrate a vigilant approach when children have allergies. They work closely with parents and gain effective information. Staff then check the information each time children eat, to ensure they only eat food that is suitable for them. On the day of the inspection, staff were observed to sit with children while they ate and supervise them closely. Staff implement appropriate hygiene measures at mealtimes, including ensuring children wash their hands. Children are able to help themselves to water to drink throughout the day. This enables children to make decisions about their own needs and helps to keep them hydrated.
- Staff who work directly with children with special educational needs and/or disabilities, provide a good level of support to meet their needs effectively. Additional funding is used well, including to provide one-to-one support staff for some children. Staff work in good partnership with parents and other professionals. This helps staff gain advice and guidance, which they implement, to support these children's progress well.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team are knowledgeable about safeguarding matters. They demonstrate they know the referral processes. They understand where to seek advice from, including internal and external sources. Staff have access to safeguarding information. This helps them understand how to manage should any concerns arise about children or other staff. Staff have access to outside agencies' contact details. This enables them to escalate any concerns should they need to. Staff supervise children appropriately. They complete risk assessments, to help minimise hazards to children. Staff understand the process for giving medication and first-aid treatment. For instance, ensuring a qualified first-aid staff member treats any injuries children may have. This helps to promote children's safety.

What does the setting need to do to improve?

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

	Due date
improve the quality of education, in particular, the support children receive to ensure this consistently promotes their developing communication and language skills	17/06/2022
ensure the staffing arrangements consistently meet the needs of all children throughout the hours the nursery is open	17/06/2022
ensure there are effective monitoring processes to identify weaknesses in practice, and take steps to address these, including through robust supervision arrangements, to improve staff practice and the overall quality of the provision to a good level.	17/06/2022

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

- develop staff's awareness of how to support children's understanding of the behaviour expectations, such as through consistent explanations, to help children learn to manage their own behaviour.

Setting details

Unique reference number	EY492854
Local authority	Oxfordshire
Inspection number	10231457
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	130
Number of children on roll	109
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01235 422 054
Date of previous inspection	18 September 2017

Information about this early years setting

Bright Horizons Milton Park Day Nursery and Preschool registered in 2015. It is located at Milton Park, Abingdon, Oxfordshire. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round. There are 44 staff who work with the children. Of these, the manager holds a relevant early years qualification at level 3. In addition, one member of staff holds a level 6 qualification and three staff hold qualifications at level 5. A further 26 staff hold qualifications at level 2 and 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Sheena Bankier
Maria Conroy

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspectors completed a tour and learning walk together of all areas of the nursery and discussed the early years curriculum.
- Discussions and meetings were held with the managers and staff during the inspection.
- One of the inspectors and the deputy manager observed and evaluated an activity together.
- The inspectors gained some views from parents about the nursery through discussions and written feedback.
- Children talked and interacted with the inspectors during the inspection.

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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