

# Inspection of Bright Horizons Raynes Park Day Nursery And Preschool

3 Spencer Road, Raynes Park, LONDON SW20 0QN

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Inspection date: 8 April 2022

## **Overall effectiveness**

## **Requires improvement**

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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

Not applicable

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

### **The provision requires improvement**

Children are happy and feel safe within the nursery environment. Babies settle in very quickly with the help of their key person. Children display positive relationships with staff and their friends. They enjoy the exploration of their learning environment. However, their learning is varied because not all staff engage with children effectively. Not all children who speak English as an additional language have opportunities to hear their home language during the day at nursery. This means staff do not support their home language development and children do not make as rapid progress in their communication and language as possible.

Children generally behave well. However, young children in the baby room receive inconsistent messages about what is expected of them and occasionally become confused about what is right and what is wrong.

Children in pre-school have the opportunity to observe chicks hatching and learn how to look after them before they return them to the farm. This helps children understand the lifecycle. Children develop confidence and make choices about their play. They learn about emotions and can express how they feel. Children use their imagination as they play. For example, they pretend that dinosaurs are going on holiday by train.

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

- The manager is committed to her role and has a clear vision to develop a qualified staff team in the long term. However, she does not provide targeted support for individual staff, including regular supervisions, to have the highest expectations of them. This means that their short-term goals for improvement are often not identified, and the staff's teaching practice is inconsistent.
- All children, including pre-schoolers, are free to make choices about their play and learning. However, some routines, such as lunchtime in the pre-school, are not organised as well as possible and children continue to explore the environment rather than follow a specific routine. This practice does not fully support their transition into school.
- Staff are friendly, kind and caring and model how to treat others with respect and kindness. They teach children about different festivals, and this helps them to develop knowledge and understanding of other cultures and an appreciation of diversity.
- Staff support children's physical development well. For example, they ensure children are active outdoors in the fresh air. In addition, children develop small muscle movements, for instance as they put puzzle pieces together or use pipettes to transfer water into the tray.

- Staff know children well and carry out required assessments, which they share with parents.
- Partnerships with parents are effective. The provider has focused on sharing information more effectively since the COVID-19 pandemic. Staff share children's learning and care routines daily, including verbally and via mobile application. This helps to provide consistency in children's care, learning and development.
- Staff support children's developing independence. For instance, they encourage children to put their coats on themselves and serve themselves at mealtimes.
- Children learn about the importance of leading a healthy lifestyle. For example, they have access to healthy and nutritious food and learn about the need to be active to stay fit and healthy.
- Staff arrange the environment for babies effectively to ensure they have plenty of space to move around with confidence. This helps them to master their physical skills. Babies enjoy nursery rhymes and often try to repeat actions. They enthusiastically watch staff blowing bubbles and pop them with excitement.
- Toddlers show a high level of curiosity as they explore the learning environment. For example, they watch staff modelling how the car wheels make marks and excitedly have a go themselves. However, not all staff are as skilled as others to interact with children and build their learning.
- Pre-school children use their imagination as they create a range of construction. They use mathematical language as they play. Children like reading and enjoy sharing books with staff and their friends. They enjoy making marks and learning to write their own names. This shows that children's early literacy skills are also developing in preparation for school.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff understand their responsibilities to safeguard children to keep them safe. They know what to do and who to contact should they have any concerns about a child or an adult. The manager ensures that staff are deployed effectively to supervise children appropriately. In addition, she regularly checks the staff's ongoing suitability. Staff carry out regular risk assessments to keep children free from safety hazards.

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

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

	<b>Due date</b>
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provide support for staff that is targeted to their individual learning needs, to deliver a consistently good-quality curriculum to all children	08/06/2022
provide consistent opportunities for children who speak English as an additional language to hear their home language in their play and learning, to fully support their communication and language development.	08/06/2022

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

- deliver consistent and clear messages to young children in the baby room, to help them understand what is expected of them
- consider rearranging some routines in the pre-school room, such as lunchtime, to help children be better prepared for the next stage in their development.

## Setting details

<b>Unique reference number</b>	2556617
<b>Local authority</b>	Merton
<b>Inspection number</b>	10218401
<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>	68
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3780 3048
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Horizons Raynes Park Day Nursery And Preschool registered in 2019. It is located in Raynes Park, in the London Borough of Merton. The nursery opens each weekday from 7.30am to 6.30pm for 51 weeks of the year. It employs 20 members of staff, 17 of whom hold appropriate childcare qualifications. The nursery receives funding for the provision of free early education for children aged three and four years.

## Information about this inspection

### Inspector

Katarina Hustava

## Inspection activities

- This was the first inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- This inspection was completed without notice.
- This inspection was conducted following Ofsted's risk assessment process.
- The deputy manager and the inspector completed a learning walk together.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to the management team, staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector viewed some documents, including Disclosure and Barring Service records, paediatric first-aid certificates, the safeguarding policy and staff records.

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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