

Inspection of Bright Horizons Wandsworth Common Day Nursery and Preschool

4 North Side, Wandsworth Common, London SW18 2SS

Inspection date: 8 April 2022

Overall effectiveness **Good**

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

Children arrive at this stimulating nursery confidently and happily. Babies settle quickly and form close attachments with staff, who are attentive and comforting. Babies delight in sensory activities which are set up by staff. They squeeze and smell real fruits, and push transport toys through different textures. Babies join in with familiar songs, and staff share books with them. This supports babies with their growing communication. Toddlers show high levels of independence. They freely access the outdoor area. Children develop their physical skills as they climb and learn to negotiate space. At lunchtime, they use cutlery correctly. Children scrape their own plates and wash their hands before and after meals.

Older children develop a range of skills when they play. They use knives safely to carve through vegetables in the home corner, and talk about healthy and unhealthy foods. Children are highly engaged in activities. They show fascination and demonstrate problem-solving skills. For example, children use hammers to free model animals from ice sculptures. Children who speak English as an additional language are supported well. Staff model vocabulary and repeat words for children. They involve families in incorporating children's home languages and traditions into the setting. This supports all children to learn about different cultures.

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

- The manager establishes an ambitious curriculum to enable children to embed and build on their existing knowledge. For example, children learn about the human body and develop their knowledge of how it works. They use tweezers to explore pretend organs and discuss what they do.
- Staff use rhymes to support babies' communication. Babies sing and join in action songs with excitement. Children who speak English as an additional language are encouraged to use simple words and songs from their home language during their play. This supports them to make good progress.
- Children are well prepared for the next stage in their learning. They participate in a 'ready for school' programme which helps to strengthen their communication, confidence and independence. It also helps parents to understand school readiness.
- Parent partnerships are strong. Parents comment on how their children love attending. They speak highly of the nursery and the support that they receive. This includes how well they have been supported throughout the COVID-19 pandemic. Parents talk positively about the nursery app, where children's progress and next steps in learning are shared with them. Staff share activity cards to give parents ideas to extend their children's learning at home.
- Staff teach children about health and safety practices. Even the youngest children learn about self-care and independently use 'tissue stations'. Staff work

closely with parents to manage children's allergies. The chef has rigorous protocols to manage children's dietary requirements. Children are involved in learning about allergies. They help staff to match colour-coded cups and plates, and discuss what each colour means. The chef provides alternative foods for children to try at home.

- The manager acts with integrity. She has a clear vision for the setting and includes children, staff and parents in changes. Staff comment positively on the support they receive, including for their well-being. They are given opportunities to develop their knowledge through training.
- The manager has short, daily catch-up sessions with staff. These include discussions about the activities on offer. This supports staff to understand the curriculum intent. However, some staff are unable to discuss the intent behind their key children's activities. This means that children do not consistently receive consistent opportunities to build on their learning further.
- Staff incorporate mathematical concepts into children's play. Children use stethoscopes and heart monitors to count and read out numbers. Babies join in with early counting. They play with numbered objects and stack construction toys outside.
- Staff use a nursery mascot to support children to learn about risks. For example, before an activity using cutting utensils, staff encourage children to tell the mascot what might be dangerous.
- Staff implement a reading programme across all age groups of children. This supports even the youngest children to learn how to handle books. Older children learn to read simple words and take pride in owning a book bag in preparation for school.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of what to do if they have safeguarding concerns. This includes the reporting procedures relating to children or adults. The manager ensures that staff receive training on a broad range of safeguarding issues, such as radicalisation and county lines. She also keeps up to date with local safeguarding trends in the area and updates staff on these regularly. Staff complete thorough risk assessments to ensure that the premises are safe for children.

What does the setting need to do to improve?

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

- support all staff to understand the curriculum intent so that they can extend children's learning at every opportunity.

Setting details

Unique reference number	EY343093
Local authority	Wandsworth
Inspection number	10128445
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 5
Total number of places	68
Number of children on roll	54
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3019
Date of previous inspection	15 August 2014

Information about this early years setting

Bright Horizons Wandsworth Common Day Nursery and Preschool registered in 2006. In April 2013, the nursery became part of Bright Horizons Family Solutions. The nursery operates in the London Borough of Wandsworth. The nursery is open all year round from 7.30am to 6pm, Monday to Friday. It provides early funded education for two-, three- and four-year-old children. The nursery employs 19 staff. Of these, 15 staff hold appropriate qualifications. Two staff are working towards early years qualifications.

Information about this inspection

Inspector
Tania King

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of group activities with the manager.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke with the manager about the leadership and management of the setting.

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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