

Inspection of Bright Horizons at Tabard Square

10-12 Empire Square, Tabard Street, London SE1 4NA

Inspection date: 29 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and have a positive attitude to learning. They behave well and cooperatively follow the daily routines. Children play well together and are building good friendships. They have strong bonds with staff, which helps them to feel safe and secure. For example, children seek assurance from staff if they are upset and tell them about their achievements.

Children make good progress and are well prepared to move within the nursery, or on to school. They benefit from a broad curriculum of interesting activities that challenge and extend their individual learning needs. Children, including those with additional learning needs, make good progress from their starting points. Well-sequenced activities build on what children already know. For example, older children who enjoy playing with trains are encouraged by staff to make their own tracks. They look at pictures then carefully stick the twigs they have collected onto paper to create their own train track patterns.

Younger children make play dough with staff then use it to make pretend pizzas. They show good physical control while using a range of tools to cut the dough. As children play, staff enhance their learning further by extending their vocabulary while talking about how to make pizzas. Children remember that the oven is hot and talk about their favourite toppings. Older children select the paints they want to use, pour out small amounts and paint their own pictures. Consequently, children's free creative expression is successfully developing.

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

- The new manager and staff team have successfully driven improvement and addressed all actions raised at the last inspection. Staff show a commitment to continuous improvement. They attend relevant training and regular staff meetings, and complete peer observations. As a result, consistent ways of working are now embedding in staff practice, teaching is good and the quality of education has improved.
- Parents say communication has improved as the manager and staff now regularly share information about their children's progress or daily events. They say that their children are happy at the nursery and have good relationships with staff. Parents value the individual support offered by staff. They explain that this support has helped their children make good progress, especially improving their language skills, behaviour and toilet training.
- Children show a good understanding of road safety while on outings. They walk sensibly and confidently explain how they 'stop, look and listen' before they cross the road with staff.
- Children learn about healthy eating during cooking activities with the cook. They

then eat what they have made for their tea. Any special dietary needs are known and respected. Children develop healthy eating habits as they serve the amount of food they want to eat. They take regular drinks of water to help keep them hydrated throughout the day.

- Staff follow children's interests very well. For example, when children are interested in where animals live, staff encourage them to look for spiders' webs during outings to the park. Children also enjoy activities such as making bug houses with mud, sticks and leaves, and talk about the sea creatures in the water tray. However, staff do not often encourage children to sing songs during play that link to their interests, to extend their learning further.
- Key persons ensure that they meet all children's individual needs successfully. Staff know children well and talk enthusiastically about their progress and achievements. Staff offer highly effective support to children with additional needs and work closely with parents and other agencies to initiate assessment processes.
- Occasionally, staff do not consider the organisation of activities which then hinder children's physical skills and learning experiences. For example, sometimes, staff do not show children how to use resources such as scissors. In addition, staff organise some children's meals around a small table, which means they are cramped, and this hinders learning to feed themselves.
- Staff support children who speak English as an additional language effectively. They know about the languages children use at home and use key words to support their communication. Staff have created a new library area where children and parents access a range of books written in dual languages. As a result, children's communication and language skills have improved.
- Children develop their physical skills well during outings. They run around in the park and show a good understanding of rules of the games, such as 'What's the time Mr Wolf?' and the traffic light game. Children demonstrate good coordination when they kick balls, play catch and throw balls high and say how they will 'reach the moon'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and the manager ensure that staff have a clear understanding of the safeguarding procedures. Staff have attended relevant training and are alert to the different types of abuse and wider safeguarding issues. They know what to do if they have concerns about children's welfare or if any allegations are made about leaders or staff. Leaders use robust vetting and recruitment procedures. They provide regular supervision and appraisals to assure staff's ongoing suitability. Staff maintain appropriate records about the children in their care so that these are readily available to parents or other agencies if needed. Leaders, the manager and staff ensure the premises are clean and appropriately maintained to promote children's health and safety.

What does the setting need to do to improve?

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

- incorporate and encourage more singing during play, to further extend children's interests and language skills
- consider the organisation of activities and mealtimes to fully optimise children's learning experiences.

Setting details

Unique reference number	EY318803
Local authority	Southwark
Inspection number	10204757
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	2 to 4
Total number of places	96
Number of children on roll	22
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3013
Date of previous inspection	13 July 2021

Information about this early years setting

Bright Horizons at Tabard Square registered in 2006. It is one of over 300 Bright Horizons nurseries. The nursery opens Monday to Friday, all year round, from 7.30am until 6.30pm. A team of 16 staff work with the children. Of these, 12 hold early years qualifications at level 2 and level 3.

Information about this inspection

Inspector

Jo Geoghegan

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to discuss the curriculum offered and how the setting is organised.
- The manager and the inspector carried out a joint observation and discussed the impact of teaching on children's learning.
- The inspector held discussions with staff, parents and children and took account of their views.
- The inspector sampled a range of required documentation, including children's records and staff vetting, recruitment and qualifications.

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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