

Inspection of Bright Horizons First Direct Stourton Day Nursery And Preschool

40 Wakefield Road, LEEDS, Yorkshire LS10 3TP

Inspection date: 16 May 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children make excellent progress at this setting. Highly skilled staff have an exceptional understanding of what children know and what they need to know next. Awe and wonder are at the core of the setting, and this means that children are curious and eager to learn. They spend large amounts of time deeply immersed in the broad array of learning opportunities that are on offer. This means that all children, including those with special education needs and/or disabilities, make rapid progress from their starting points and are ready for the next stage of learning.

Children's well-being is at the heart of the nursery and all decisions are made with their best interests in mind. Children feel safe and secure, which helps them to develop across all areas of their learning. Quiet, comfortable spaces are provided for children in each room, where they can relax, listen to stories, and regulate their emotions while being supported by kind and caring staff who know them well. Babies are happy. They settle with supportive staff members with whom they have wonderful attachments.

Children's behaviour is impeccable. Staff are tremendous role models for children and treat them with the utmost respect. This is then reflected in how children treat each other. Staff interactions with children are kind and caring. Children consistently use good manners when communicating with their friends. They display kind behaviours, share resources, and invite other children to join in play. Older children work together, without adult support, to build bridges as a group. They play harmoniously as they solve problems and overcome challenges. This is because the setting enables them to be confident and effective learners.

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

- Leaders and staff confidently talk about what they want children to learn. They provide children with 'magic moments' to inspire them to learn new things. This means that children are curious and motivated to learn. Staff are confident in what children know and what they need to learn next. As a result of this, they plan learning which is effective and tailored to children's individual needs allowing them to make accelerated progress across all areas.
- Pre-school children practise writing and making marks ready for their transition to school. As staff know children well, they can identify what they need to do next to develop. They teach children the relevant skills that they need for school. Knowledgeable staff spend time discussing and correctly modelling letter sounds with pre-school children, who confidently identify these and apply them in their learning. Children then use this knowledge to write words independently. They talk about the use of upper and lower case letters and how to use these

correctly.

- Staff share valuable information about children's development with parents and carers. Parents say that the setting is 'life changing' for children. Parents know what children are doing at nursery and are given ideas about how they can help with this at home. This means that children progress well due to the extensive support they receive. Staff listen to information from parents about things that are happening in children's lives. They utilise this when planning activities, for instance they make 'Worry Dolls' with children to support their emotional well-being.
- Staff promote a love of reading. Children enjoy stories and books. Babies delight as staff read stories to them and play peekaboo games. As a result of their continued exposure to books, children know familiar stories well. They act these out while playing outdoors with staff who are highly skilled in developing their communication and language skills. Pre-school children identify rhyming words in carefully chosen books and discuss the meaning of new words, such as 'author' and 'illustrations'. These skilled conversations mean that children use vocabulary which is way beyond age-related expectations. They talk about horizontal and vertical lines and discuss the 'primary colours' as they paint.
- Leaders and staff meticulously think about how to promote communication and language. Exciting objects are placed tactfully on the tables where children eat meals. Staff utilise all opportunities for conversation as they excitedly discuss what these objects may be and where they may be from. Staff working with babies and younger children skilfully talk about their actions, exposing children to a wide range of vocabulary, which helps to develop their communication and language skills.
- Teaching of mathematics is outstanding across the nursery. Talented staff use all available opportunities to help children explore mathematical concepts. Older children explore 2D and 3D shapes through singing. Staff then build on this at lunchtime by talking to children about the shape of the meatballs which are served. They model counting as they help babies scoop oats and encourage older children to make predictions about the quantity of lentils in the tray. This helps children to be ready for their next stage of learning.
- Staff are attentive to children's care needs. Children learn how to manage their own needs, as they are well aware of the routines and care practices within the setting. Young toddlers wipe their own hands and faces before lunchtime and older children wash their hands independently and put on their own coats. The consistency of the routines within the setting allow children to feel safe and secure, as they know what is going to happen next. This helps to develop their confidence and abilities.
- The inspirational and knowledgeable management team have a clear vision for the setting, which is widely shared with staff, parents, and other colleagues. The staff team is highly motivated and passionate. They know what outstanding practice looks like and continuously reflect and improve in order to achieve the best possible outcomes for children. They think about how to adapt and improve the setting, for example, they create a space outdoors where children are able to develop their physical skills and ride bicycles.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a very strong knowledge of the signs and symptoms of abuse, which may indicate that a child is at risk of harm. This includes issues such as grooming and extremism. Staff are confident in the reporting processes if they have concerns about a child or an adult. Those with the relevant responsibilities understand how to make referrals to external agencies when necessary. This appropriate and timely action helps to keep children safe. Staff and leaders undertake regular training to fulfil their roles. They continue to update their knowledge on current safeguarding issues through discussions at staff meetings. Leaders carry out regular suitability checks to ensure staff continue to be suitable to work with children. This helps to keep children safe from the risk of harm.

Setting details

Unique reference number	2563491
Local authority	Leeds
Inspection number	10225995
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	200
Number of children on roll	93
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0113 887 7560
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons First Direct Stourton Day Nursery And Preschool was registered in 2020 and is situated in Leeds. The setting employs 25 members of staff. Of these, 20 hold relevant early years qualifications. Of these, 18 hold level 3 qualifications and 2 hold level 2 qualifications. Operating times are from 7am to 6.15pm, 52 weeks of the year. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jessica Copland

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.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- 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.

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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