

Inspection of Bright Horizons Horsham Day Nursery and Preschool

Wickhurst Green, Neighbourhood Centre, Broadbridge Heath, Horsham RH12 3XS

Inspection date:

24 May 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily at the setting and their parents drop them off to their age group room. This helps children to separate from their parents with ease and to settle promptly to their chosen play and learning experiences. Babies show a keen interest in technology and they develop their awareness of how things work. For instance, a child took great delight in pressing the buttons on the interactive toy. They watched the teddy pop up and giggled when it appeared. They pushed the teddy back down and repeated pressing the buttons, showing a good understanding of the process.

The manager has an intent for the delivery of a broad curriculum. However, due to weaknesses in adhering to processes, this is not consistently ambitious for all children, such as those with special educational needs and/or disabilities. Toddlers learn the importance of caring for others and about the feelings of others. For example, they care for the dolls, bathing and changing them ready for bed. Children receive gentle reminders about using 'kind hands' when looking after the dolls and while playing with each other. This increases their social development and awareness of managing their own behaviour. However, older children do not always manage their own behaviours successfully.

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

- Staff seek initial information from parents about their children's development. They use this along with their observations to plan activities and experiences based upon children's interests. However, the process for children with gaps in their learning is not escalated swiftly, which delays the support they may need. This means that not all children make the best possible developmental progress.
- Older children engage in conversations with each other and staff. They use describing words to talk about their lunch, commenting that it is 'delicious'. Staff build on general discussions, explaining to children about giraffes having a different-colour tongue. This successfully extends children's interests and awareness of the wider world.
- Children receive effective praise from staff, which boosts their self-esteem and well-being. Older children use good manners and freely say 'please' and 'thank you'. However, some older children struggle to manage their behaviour and they do not always show that they understand their impact on others. Staff do not consistently support older children to build on their awareness of consequences of their actions.
- Children develop skills over time and staff sequence learning to enable children to practise these before moving them on to their next stage in the process. For example, at mealtimes, children learn to move on from drinking from a lidded beaker to drinking from open top cups with support. This means that there are

spillages, but this is dealt with sympathetically and with encouragement to try again. This helps children to persist and be resilient.

- Staff comment positively about the 'open-door policy' of the manager. However, due to working directly with the children, the manager has not been able to complete staff supervisions. This means that appropriate support for staff to be fully effective in their roles is missing and reduces staff morale.
- Staff adopt positive working relationships with parents. Key persons share information about children's development daily and through using their online system. However, staff do not always have time to provide this information consistently to help parents support children's learning at home.
- Children thoroughly enjoy being able to be creative and messy. For example, babies become engrossed in exploring the paint and foam during a planned activity. They use a good variety of tools and show clear small-muscles skills as they do so. Staff make good use of their interactions during activities to enhance children's speaking and listening skills. For instance, they introduced words such as 'squidgy' and 'squashy' and children repeated simple words to name the paint colours.
- Children have plenty of opportunities to build on their physical skills and enjoy the outdoors. For example, babies proudly show off their new-found walking skills as they push the trolley. Older children build obstacle courses with the wooden blocks and demonstrate their ability to balance.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a clear knowledge of safeguarding children and the importance of their responsibilities. For example, they understand how to promptly share their concerns to the designated safeguarding lead. Staff fully understand the whistleblowing procedure and how to make a child protection referral through the appropriate channels. Staff have training in the wider aspects of safeguarding and show a good awareness of aspects such as domestic violence and differing cultural practices. Staff complete daily risk assessments to ensure that the environment is safe. Younger children also understand about safety, such as when the floor is wet after water play and they source the wet-floor sign to highlight this to others.

What does the setting need to do to improve?

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

	Due date
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ensure that the arrangements for the supervision of staff identify their strengths and areas of development to raise the quality of the provision and staff morale	21/06/2022
escalate the process for children with gaps in their learning to gain additional support at the earliest opportunity.	21/06/2022

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

- strengthen the consistency of feedback that parents receive about their child's development
- enhance older children's understanding of the impact of their actions on others to help them to manage their own behaviour.

Setting details

Unique reference number	2635216
Local authority	West Sussex
Inspection number	10242956
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	1 to 4
Total number of places	89
Number of children on roll	69
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	07545927989
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons Horsham Day Nursery and Preschool registered in 2021. The nursery is one of a chain of nurseries owned by Bright Horizons Family Solutions. It is located in Horsham, West Sussex. The nursery is open from 7.30am to 6.30pm on Monday to Friday, throughout the year. The setting employs 10 staff, including the manager. Of these, eight hold appropriate early years qualifications. The nursery receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Helen Penticost

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 the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the manager, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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