

# Inspection of Bright Horizons Slough Day Nursery and Preschool

490 Ipswich Road, Slough, Berkshire SL1 4EP

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Inspection date: 26 May 2022

**Overall effectiveness** **Good**

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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**

All children behave well and develop a positive attitude to learning. They eagerly engage in the well-organised activities, indoors and outdoors. Children are happy and settled and form positive relationships with their key person. Settling-in procedures have been adapted to meet the needs of the children, some of whom have had little or no social contact due to COVID-19 pandemic.

Children have many opportunities to develop their physical skills. They use spoons to serve themselves at lunchtime, ride bikes and use paintbrushes and chinks to make marks. Children love engaging in water play. They tip and pour water using a variety of containers. Staff support children well, to help children participate in their learning. They monitor children well. For instance, staff check that children are dry and comfortable following messy play.

Children use their imagination when making pretend meals in the sand. They delight in sharing the 'apple crumble' and 'marmalade' and use a variety of tools to scoop the sand into containers. Children play shops. They learn to use money and to do simple maths when working out how much their shopping will cost. Children become independent through the daily routine. For example, they set the table for lunch.

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

- Staff have completed targeted training to improve their knowledge and understanding of safeguarding, risk and the curriculum. They implement stringent procedures during mealtimes, to ensure they protect children who have allergies. Staff demonstrate a secure knowledge of food safety. For example, they cut fruit lengthways to avoid choking. All staff have a detailed induction, which helps them to understand their role and responsibilities. Effective monitoring and mentoring ensure that all staff are well supported.
- Staff demonstrate a secure understanding of the early years curriculum and use children's interest to guide their planning. Staff focus on the skills children need to learn to move on to the next stage of their learning. They place a key focus on developing children's social skills and their communication and language. The environment is well presented to enable children to practise a variety of skills throughout the day. Planned activities are generally well implemented. However, on occasions, the focus on what staff want children to learn from the activity is too broad. Nevertheless, children enjoy the activity provided.
- Staff encourage children to behave well. They remind them to use their 'walking feet' inside and praise them when they do well. Staff encourage children to take turns, for example when they kick the ball into the goal. All children, including those with special educational needs/and or disabilities (SEND), are prepared

well for the transition to school. Staff display photos of the schools the children will move to, which enables children to talk about their new classroom and the daily routine.

- Staff provide many opportunities to support children's communication skills. Babies enjoy choosing songs to sing while they have their nappy changed. Older children learn new words during their play. Staff implement early language techniques that help promote children's learning. For example, they ensure that they face children when they speak to them. Staff use a variety of books with children, including those with props to keep younger children engaged during story time.
- Staff provide a healthy and balanced diet for all children. They ensure that children's dietary needs are met and implement good hygiene procedures. Staff support children in growing plants, and they provide cooking activities to use the ingredients they harvest. For example, children make garlic butter which they spread on bread for teatime. Staff support children who speak English as an additional language. For example, they obtain key words in children's home language, which they use, particularly during settling-in sessions.
- Partnerships with parents and other professionals are effective. Staff have introduced training for parents to explain how they plan and implement the early years curriculum. This helps parents to extend their children's learning at home. Staff work with other professionals to implement individual education plans to support children with SEND.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a secure knowledge and understanding of child protection, including the procedures to follow if they have any concerns about a child. Staff supervise children well and are vigilant when they move from one area to another. For example, staff call the register at different times during the day to check that all children are present. Robust risk assessments are in place to help identify hazards and put in place preventative measures. For instance, leaders and managers check the environment throughout the day to make sure it is safe. Effective recruitment procedures ensure that all adults working with children are suitable to do so.

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

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

- enhance staff's understanding of how to target the skill children need to learn through the planned activities provided.

## Setting details

<b>Unique reference number</b>	EY283550
<b>Local authority</b>	Slough
<b>Inspection number</b>	10218067
<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>	33
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01753 968297
<b>Date of previous inspection</b>	2 December 2021

## Information about this early years setting

Bright Horizons Slough Day Nursery and Preschool registered in 2004 and is one of several nurseries run by Bright Horizons Family Solutions Limited. The nursery is situated in Slough, Berkshire. It is open from 7.30am to 6.30pm on Monday to Friday, all year round except for Christmas week. The nursery is funded to provide free early years education to children aged two, three and four years. The nursery employs 13 staff, nine of whom hold early years qualifications.

## Information about this inspection

### Inspector

Maria Conroy

## 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 of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the senior management team about the leadership and management of the setting.
- The inspector carried out a joint observation of a group activity with the manager in the younger children's room.
- 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 spoke to several parents during the inspection and took account of their views.

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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