

Inspection of Bright Horizons Great Cornard Day Nursery and Preschool

Head Lane, Great Cornard, Sudbury, Suffolk CO10 0JU

Inspection date:

30 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children readily leave their parents at the door. Children have some opportunities to be physically active. Young children enjoy using the indoor climbing equipment, climbing up the stairs and down the ramp. Young babies pull themselves to standing positions. They practise walking around the low-level furniture and using a walker. Staff offer them lots of praise and encouragement, which helps to boost their confidence and self-esteem. Older children play in the outdoor area. They use their imaginations as they pretend to go to the beach with staff. However, staff deployment is not well organised to ensure that all children have daily opportunities to access outdoor activities. There are not enough opportunities for children, including those new to the nursery, to spend quality time with their key person, who knows them well. In addition, changes in children's key persons mean that some staff do not know their children well enough to meet their needs.

Children demonstrate growing independence skills as they select their plates and food at mealtimes. They independently blow their nose, disposing of used tissues in the bins provided. Staff help children to develop critical thinking skills and independent learning, for example, when toddlers try to stack different shaped blocks. Children make meaningful discoveries as staff allow them to work out that a semicircle cannot have a block stacked on top. Children behave well and understand the rules of the nursery. Staff give children gentle reminders of the nursery rules, such as to share, take turns and use their 'walking feet' when inside the building.

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

- The leadership of the nursery is not effective. The provider does not have a good enough oversight to ensure that all requirements are met. Although on the day of inspection there was enough staff to meet the minimum ratio requirements, staff deployment was not effective.
- The provider has recently decided to open more rooms to increase the number of children cared for. However, delays in building works have had an impact on the opening date of the new rooms. Additional children booked in have attended sessions, resulting in too many children being accommodated in one room. Furthermore, the provider has failed to notify Ofsted of the important changes that affect the spaces available to children.
- Children's good health is not promoted. Older children, who have the opportunity to access the garden, ride confidently up and down the path on wheeled bicycles, developing their large muscles and coordination. Other children connect vehicles together and push them around the grassed area. However, on the day of inspection, not all children were able to access the garden and have daily opportunities to play outdoors. This means that some

children who learn best from being outside, are unable to do so.

- Children have good opportunities to develop mathematical skills and early literacy skills. Staff skilfully plan activities to engage children as they are built around their interests. For example, children take part in activities that are focused on number, shape and letter recognition. Children delight in using paint and a wand to splat the matching item with paint. Staff support younger children's growing knowledge of shapes as they explain that a semicircle is half a circle. As a result, children are motivated to learn and join in with activities.
- Overall, children's communication and language skills are promoted well. Staff speak clearly to young children as they play. Staff retell stories using props, adapting the tale to add in children's names, which quickly captures their attention. However, sometimes, children are not given enough time to think and respond to staff's questions. Staff occasionally use too many closed questions. This does not support children to think further for themselves and share their ideas.
- Children readily invite staff into their play. For example, children delight in hiding under the table. Staff challenge children to differentiate between loud and quiet sounds as they encourage children to make noises. Parents report that their children re-enact these enjoyable activities at home. They speak positively about how happy their children are to attend the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment arrangements help ensure that those working with children are suitable for their role. The provider has several designated lead practitioners for safeguarding, to provide support and guidance to staff. Staff have a good knowledge and understanding of child protection, including the wider aspects of safeguarding. Managers ensure staff undertake regular training, so their knowledge remains current. Staff confidently describe the action they would take if they had concerns about a child's welfare or regarding a colleague's practice.

What does the setting need to do to improve?

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

	Due date
ensure that staffing arrangements and deployment meet the needs of all children and ensures their safety	20/06/2022
improve arrangements so that all children are able to enjoy daily experiences outside in the fresh air	30/06/2022

ensure Ofsted are notified of any changes to the provision that may affect the space available to children.	20/06/2022
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To further improve the quality of the early years provision, the provider should:

- strengthen staff practice to develop their questioning techniques to give children time to respond to questions and think of ideas for themselves.

Setting details

Unique reference number	EY258381
Local authority	Suffolk
Inspection number	10243534
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 10
Total number of places	62
Number of children on roll	152
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01787 320649
Date of previous inspection	19 August 2019

Information about this early years setting

Bright Horizons Great Cornard Day Nursery and Preschool registered in 2003. It is situated on the site of Thomas Gainsborough School in Great Cornard, Suffolk and is managed by Bright Horizons Family Solutions Limited. The nursery employs 25 members of childcare staff. Of these, 19 staff hold appropriate early years qualifications at level 3 and above, including one with qualified teacher status. It also employs two chefs. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Shelly McDougall

Inspection activities

- This was the first routine inspection the setting 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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 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 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.

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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