

Inspection of Bright Horizons Epping Day Nursery and Preschool

St Margarets Hospital, The Plain, Epping CM16 6TN

Inspection date: 28 June 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

Good

What is it like to attend this early years setting?

The provision requires improvement

The manager has a clear intent for the delivery of a broad curriculum. Planning and observation systems in rooms are used consistently and cover all areas of learning. However, in the younger children's rooms, staff do not place enough focus on children's communication and language development. Staff do not create an environment that effectively develops children's language or builds and extends their vocabulary. For example, staff do not always give eye contact or repeat key sounds, words, or phrases. They do not always follow the babies as they explore their environment, so that they can effectively support or extend their learning.

The nursery is a welcoming and safe place for children, who arrive happily each day. Children settle promptly into their chosen play and learning experiences. They settle quickly when they first start due to an effective key-person system. Children make good relationships with the caring staff. This gives them the confidence they need to explore their environment. Children enjoy playing with friends. They learn to respect others, share, and take turns with effective support from staff.

Toddlers learn the importance of self-care. Staff created a hairdressing area in which children can brush or play with hair and role play being a hairdresser. This activity was planned based on children's interests. As a result, toddlers are noticeably engaged and enjoy the learning opportunities created.

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

- Some learning environments are well resourced and stimulating. In these instances, activities are planned around children's developmental needs and interests. Staff are able to explain the learning intentions for their activities and implement these. However, this is inconsistent, with differing levels of meaningful staff interaction. As a result, not all children experience sufficient challenge or extension in their learning.
- Parent partnerships are effective. Parents report good support for their children settling in, especially from being at home during the COVID-19 pandemic. They appreciate the regular communication and information on what children have been learning.
- Staff encourage understanding of the world through a range of outings to the local community. Children regularly visit the library and enjoy trips to a local wildlife park. Staff then plan activities around these experiences across all areas of learning.
- The upper pre-school room has a focus on providing learning opportunities to ensure children are ready for school. The levels of teaching and interactions are high. As a result, children learn many foundational skills ready for school. However, the level of teaching is inconsistent across other rooms. For example,

staff do not effectively support children during activities or let them take a lead in play. Some staff stay at activities until children come to them. As a result, there are missed opportunities to provide adequate learning for younger children.

- Some leadership in rooms is adequate. Leaders in these rooms delegate staff effectively, and manage routines and transitions well. This has a positive effect on sound levels and behaviour in rooms. However, some leadership in rooms is weak. These leaders lack the confidence or support from other staff. As a result, routines and transitions can be unclear and unsettling for children. For example, children wait for too long to receive their meals at lunchtime, with little to no interaction from adults. This has a negative impact on children's behaviour and does not maximise learning opportunities.
- Older children are encouraged to develop independence skills, such as serving themselves food and pouring their drinks. Younger children are not as effectively encouraged to develop their independence as it is not recognised as important at this age. As a result, staff do not set high expectations for children's rate or level of development.
- Staff share familiar stories, such as 'The Gruffalo', to capture children's imagination. They use visual aids and puppets to capture children's interests. Staff ask questions about the story to encourage participation and learning. As a result, a love of reading is encouraged from a young age.
- The manager and senior team do not monitor the quality of teaching effectively enough to ensure consistently good practice across all the rooms where children are cared for.

Safeguarding

The arrangements for safeguarding are effective.

Staff have sufficient understanding of the different types of abuse. Staff follow a robust system for reporting concerns, including concerns beyond the setting. Risk assessments for all areas of the setting are implemented effectively and children are involved in risk assessing garden areas. Staff manage allergies well and leaders recruit staff safely.

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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place a strong emphasis on staff's support of younger children's communication and language development, so that they make good progress in this area of learning	29/07/2022
help staff to better support and extend younger children's learning through consistently positive and meaningful interactions.	29/07/2022

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

- develop higher expectations for younger children to encourage and promote their independence skills
- monitor the quality of teaching more effectively to ensure that good practice is consistent across all rooms in the setting
- review and improve times of transition and daily routines to ensure that these meet children's needs and are settling for them.

Setting details

Unique reference number	EY490794
Local authority	Essex
Inspection number	10213237
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	93
Number of children on roll	149
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01992 662985
Date of previous inspection	5 September 2016

Information about this early years setting

Bright Horizons Epping Day Nursery and Preschool registered in 2015. The nursery employs 41 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Marianne Brown

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 setting and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk of the nursery to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education indoors and outdoors and assessed the impact this has on children's learning.
- The manager and the inspector completed two joint observations of activities.
- Staff, children and parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of 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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