

Inspection of Bright Horizons Port Solent Day Nursery and Preschool

David Lloyd Leisure, The Boardwalk, Port Solent, Portsmouth, Hampshire PO6 4TP

Inspection date: 7 July 2022

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

What is it like to attend this early years setting?

The provision is good

Children benefit from a warm, safe and secure environment. Children are happy and confident as a result of the strong bonds that they develop with key staff. Children's emotions are valued and staff encourage children to talk about how they feel. For example, 'The Colour Monster' story is used throughout the nursery to support children's emotional literacy. At the end of their day at the nursery, children share how they feel by selecting the corresponding colour monster linked to their emotion, such as yellow for 'happy'. The use of additional music and movement activities helps to promote children's well-being and physical development. For instance, children learn how to use instruments to tap out rhythms as they move their bodies, to the beat of the music.

Children delight in sharing experiences from home and look at photos of their families and trips and events they celebrate together, on display boards. Staff have high expectations for children. They used creative way to enable children and families to continue learning together during the COVID-19 pandemic, such as with the introduction of their home learning bags. Pre-school children enjoy sharing stories and pictures from home, to add to their journals. Pre-school children enjoy taking on additional responsibilities, to support their growing independence. For instance, they set the table for lunch, taking on these roles with immense pride.

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

- The manager fully understands how to provide a challenging curriculum for all children, including those special educational needs and/or disabilities (SEND). Staff teaching is good and leaders have a good oversight of children's progress. Staff plan and provide a range of activities which motivate children to learn. However, at times, some younger children's learning is not precisely targeted or focused enough on what they want them to learn next. Consequently, not all children make the progress that they are capable of.
- Children with SEND are very well supported. Staff know how to adapt teaching and the activities they provide to meet children's individual needs. All children readily join in with activities. For instance, they sit at circle time and listen to staff, who call their name one by one, as they take turns to wash their hands in readiness for lunch. At meal times, staff use simple signing, visual timetables and pictorial aids, to support older children to communicate their choices.
- Children's behaviour is good overall. They show good manners at meal times, such as when they thank the cook for their delicious lunch. Pre-school children learn to share and take turns with their friends. These skills help to prepare them for future learning well, including their eventual move to school.
- Babies benefit from the positive attachments they make with key staff. They settle quickly into the nursery routine and are confident to explore the

environment around them. Staff are kind and use their good knowledge of each children's individual personalities to offer activities that encourage their learning. For instance, toddlers bring books to staff who readily share favourite stories.

- Partnership with parents is good. Parents say that their children are well cared for, happy and safe at the nursery. Staff provide parents with information about children's progress and daily activities. However, staff do not seek enough information from parents, to enable them to consistently find out what children already know and can do, when they first start.
- Children benefit from healthy and nutritious meals and snacks. Staff adapt menus to meet the individual dietary needs of each children. Staff capture opportunities to build on children's growing independence at meal times well. For example, babies learn how to use new 'sippy cups' to drink from. Older children learn how to serve themselves and tidy away when they have finished eating. Children readily try new foods, exclaiming that 'I am good cabbage eater'.
- Staff help children to be adventurous and take age-appropriate risk in their play. Children enjoy climbing on large play equipment, such as making their way safely up the climbing wall. They demonstrate the ability to ride bicycles, balance and scoot along at speed, avoiding obstacles and one another with ease and dexterity. Children demonstrate a good understanding of how to keep themselves and others safe.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good safeguarding knowledge and know what to do if they have a concern about a child. Staff understand their responsibilities to keep children safe and are aware of the process to follow if they have concern. The management team successfully create an environment which actively enables the swift identification of children who may need early help, to ensure support is put in place quickly. The manager follows safer recruitment checks and monitors staff's ongoing suitability. There are effective procedures to assess and minimise risks and monitor accidents and incidents within the settings. Risks are managed effectively and children are safe and well-cared-for.

What does the setting need to do to improve?

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

- seek further information from parents about what children already know and can do when they first start at the nursery, and use this information to plan even more precisely for children's learning needs from the outset
- strengthen how children's learning is tailored to their individual needs, and that it that focuses more precisely on what children need to learn or know next.

Setting details

Unique reference number	EY559082
Local authority	Portsmouth
Inspection number	10194099
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	81
Number of children on roll	22
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3906 6600
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons Nursery and Preschool Port Solent was first registered in 2018 and is located in the Marina area of Portsmouth. The nursery is open each weekday, between 7.30am and 6.00pm, all year round. The nursery employs 11 staff, of these six have early years qualifications at level 3 or above, including one member of staff who hold is a qualified teacher. The setting receives funding for the provision of free early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Leanne Merritt

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 management team and has taken that into account in their evaluation of the nursery.
- The manager and inspector had a learning walk throughout all areas of the setting and discussed the providers intent for the early years curriculum.
- The inspector spoke to parents 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 on children's learning.
- The inspector spoke to staff and discussed safeguarding and key children's learning experiences.
- The manager and inspector carried out a joint observation in the pre-school room.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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