

# Inspection of Bright Horizons Bracknell Day Nursery and Preschool

Wokingham Road, Bracknell, Berkshire RG42 1PN

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Inspection date: 8 July 2022

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and confident learners. They develop secure attachments with their key person. They feel safe and are keen to try new challenges independently. For instance, after seeing birds in their garden, children plan and design a scarecrow. They persevere when tying string around the scarecrow's arms. Children demonstrate good resilience and are pleased with themselves when they succeed. Overall, children's behaviour is good, and they have a positive attitude to learning.

Children talk to each other with confidence and ask staff when they want extra help. They are keen and able to do things for themselves. Staff support children's communication and language development well. During activities, such as 'bingo', children excitedly match objects and name the items. Staff extend the language children use, for example by introducing describing words. This supports children to learn new vocabulary and builds on their communication skills.

Staff achieve an effective balance between guiding and encouraging children to work things out independently. They use effective methods to promote children's problem-solving skills. Staff use clear speech to help children understand instructions and explore new concepts. For instance, children happily talk about bees and excitedly find out more about beehives and bee-keeping. All children have good manners, saying 'please' and 'thank you' without prompting.

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

- Managers recognise the impact of the COVID-19 pandemic. They work closely with parents from the start to ensure children's settling-in procedures meet their needs. For example, managers report that children are spending more time at home before attending. They therefore discuss room options with parents in order to make joint decisions about room suitability. This helps to meet children's needs effectively.
- Staff in each room create a curriculum vision for the children in their age range. This has a precise focus, and staff organise resources in the room to promote the development of key skills. For example, to support babies' small-muscle movements in the baby room, staff ensure there are a range of items that children can pick up, such as musical instruments.
- Overall, staff implement the curriculum vision effectively. They know children well and follow their interests and next steps in learning. However, on occasion, staff do not help children to understand what acceptable behaviour is and the impact their behaviour is having on their learning.
- Staff manage children's care needs well. For instance, they are attentive, recognising when younger children are sleepy and helping them to settle to

sleep in a familiar manner. They change nappies promptly and use opportunities for children to begin to communicate with them during change time.

- Staff promote younger children's communication and language skills well. For example, during their activities, children learn to use new words, such as 'fill', 'empty', 'long', 'soft' and 'squishy'. When children's speech is not fully developed, staff repeat key phrases they say to model the correct pronunciation. This is helping to develop children's emerging communication.
- Staff help children develop a good understanding of diversity beyond their immediate family. For example, children find out about where their friends come from and the languages they speak in an age-appropriate manner. Staff ensure resources in their rooms reflect positive cultural images and the different languages children speak.
- Children demonstrate good levels of concentration and perseverance. Staff provide positive opportunities for children to develop these skills. For example, older children make decisions as they use blocks to make representative pictures.
- Staff help children to learn about food and where it comes from. Children routinely plant and grow vegetables and herbs as part of their activities. They learn to help them grow and they harvest the final crop. Children go on to use the herbs and plants in their cooking.
- Staff have a positive attitude to developing their skills and knowledge. However, professional development is not precisely targeted to have the highest impact on children's learning.
- Managers work well together to implement their vision for improvement. They work with the active parent committee to identify areas of development, such as the nature area. Staff say that they feel highly valued and managers promote a good work-life balance.

## Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff's safeguarding knowledge is secure. For instance, they provide regular training on child protection and check staff's knowledge during routine monitoring. Staff have a good understanding of a range of signs and symptoms of abuse, including female genital mutilation and county lines. They understand the procedures they should follow should they have a concern about children or in the event of an allegation. The designated safeguarding lead has a secure understanding of local safeguarding partnership procedures. Staff help children to develop an understanding of how to keep themselves safe, particularly in relation to sun safety.

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

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

- develop children's understanding of why some behaviours are acceptable and others are not
- target staff's professional development to ensure it is relevant to weaknesses already identified by managers and has an impact on children's emerging needs.

## Setting details

<b>Unique reference number</b>	2585425
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10239579
<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>	96
<b>Number of children on roll</b>	123
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01344 208107
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Horizons Bracknell Day Nursery and Preschool registered in March 2020 and is based in Bracknell, Berkshire. The nursery opens from 8am to 6pm on weekdays, all year round. The nursery employs 26 members of staff, of whom, 17 hold qualifications at level 3. The nursery accepts funding for the provision of free education for children aged two, three and four years.

## Information about this inspection

### Inspectors

Lisa Dailey  
Amanda Harrison

## 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.
- The deputy manager, manager, lead inspector and second inspector completed a two-part learning walk of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to children, to find out about their time at the setting.
- The lead inspector carried out joint observations of two activities with the manager.
- The second inspector spoke to several parents during the inspection and took account of their views.
- Both inspectors spoke to staff at appropriate points during the inspection.

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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