

# Inspection of Bright Horizons West Hampstead Station Day Nursery and Preschool

88 Compayne Gardens, LONDON, Middlesex NW6 3RU

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Inspection date: 24 August 2022

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<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 well settled at this welcoming nursery. They form close bonds with the caring staff, which helps them to feel safe and secure. For instance, babies seek reassurance when new people are present and are quickly comforted by cuddles from staff. Staff have high expectations for children. They provide consistent praise and positive reminders, therefore children understand the boundaries for behaviour. Mealtimes are sociable affairs, where children follow good hygiene routines, make choices and happily converse with staff and their peers. They learn how to serve their own meals and enjoy the responsibility of scraping their plates when they have finished. This helps children to develop independence and social skills in readiness for starting school. Children are highly active and inquisitive learners. They concentrate for long periods as they explore their ideas and interests. For instance, children are excited to discover new colours as they mix paints. They continue their investigation by adding water to the paint, to see how the texture will change. They experiment to find out whether a toy duck will float or sink in the mixture and are keen to share their findings with staff.

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

- Managers and staff provide a broad and ambitious curriculum, to enhance children's interests and experiences of the world. They structure the learning programmes well so that children progressively build on what they know and can do. Staff ensure that children can revisit activities and practise using resources, to help them remember what they have learned.
- Staff monitor children's progress accurately and provide a wide range of experiences, to support all areas of learning. When staff identify gaps in children's learning, they quickly provide targeted support. This includes working with parents and appropriate professionals. As a result, all children, including those with special educational needs and/or disabilities (SEND) and those who receive funding, make good progress towards the next stages in their learning.
- Children and staff come from a wide range of backgrounds. This diversity is valued and celebrated in the setting. Many children speak English as an additional language. Staff have developed some effective ways to encourage the use of home languages in the setting. For example, parents have helped them to create language activity bags, with resources such as books and games that they can share with children.
- Staff generally promote children's communication skills well. For instance, they introduce a wide range of words as they read and talk to children. Consequently, most older children speak confidently and display impressive vocabularies. Staff also use effective strategies to help children with SEND to communicate. However, at times, they do not adapt their teaching as well as possible, to promote speaking and listening for younger children and those who speak

English as an additional language.

- Parents praise the friendly staff and say that they receive lots of information about their children's time at nursery. Managers and staff use innovative ways to enhance partnerships with parents. For example, the nursery is decorated with artwork that children have created at home with their parents, to support a recent nursery topic about space.
- Children display positive behaviour and treat others with kindness and respect. Babies and toddlers show interest in their peers and play happily alongside each other. They participate in group activities and learn to share and take turns. Older children demonstrate a good understanding of the rules and expectations. They develop firm friendships and play together harmoniously.
- Children are served healthy meals and snacks, which are freshly prepared by the nursery chef. Staff sensitively encourage children to try new foods and help them to understand the importance of eating a balanced diet.
- Managers value the staff team and provide effective support and training. This includes regular supervision meetings to discuss professional targets. Staff describe very good support for their personal well-being. For example, there is a comfortable 'wellness room' in the nursery, where staff can relax and access books and resources to support their health and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities to safeguard children. They complete safeguarding training and regularly discuss a range of safeguarding matters, to help strengthen their knowledge. This includes issues such as the risks from exposure to extreme views or domestic abuse. Staff recognise the signs that a child might be vulnerable to neglect and abuse. They are confident about what to do if they have a concern about a child's welfare or the conduct of a colleague. Staff assess the nursery environment to remove and reduce potential hazards. There are robust recruitment processes to help ensure staff's suitability.

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

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

- help staff to strengthen their support for children's communication and language, particularly for younger children and those who speak English as an additional language.

## Setting details

<b>Unique reference number</b>	2559350
<b>Local authority</b>	Camden
<b>Inspection number</b>	10232521
<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>	164
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3370 1297
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Horizons West Hampstead Station Day Nursery and Preschool registered in 2020. It is situated in the London Borough of Camden. The nursery opens Monday to Friday, from 7.30am to 6.30pm, all year round. The provider employs 30 staff to work with the children. Of these, 23 staff have a childcare qualification at level 3 or level 2. The nursery offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The managers showed the inspector around the nursery premises, they explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- The managers ensured that relevant documents were available for the inspector to view. This includes staff's suitability checks and paediatric first-aid certificates.
- Parents, staff and children shared their views and experiences with the inspector, at appropriate times during the inspection.
- The managers met with the inspector to discuss leadership issues, such as recruitment and staff supervision.

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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