

Inspection of Bright Horizons Bramingham Day Nursery and Preschool

79 Lucas Gardens, Bramingham Park, Luton, Bedfordshire LU3 4BG

Inspection date: 17 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy attending this welcoming nursery. They demonstrate a positive attitude to their learning and behave well. Older children eagerly use a range of tools and materials to create space rockets. They enthusiastically count 'five, four, three, two, one, blast off', as they pretend to launch their rockets into space. Staff further support the children's interest and understanding of space by sharing non-fiction books with them. For example, children learn about astronauts and are introduced to new vocabulary, such as 'ignition' when they ask questions about the 'fire' coming from the rocket. Children show growing precision as they use knives to cut carrots and herbs to place on their bread pizza bases.

Children have regular opportunities to play outside in the fresh air. They have fun as they eagerly jump in puddles and use the metal ladles to scoop and pour water from one container to another. Younger children steer bicycles with control around the garden. They move their whole bodies as they swirl streamers around. This helps develop their large-muscle coordination.

Young children are encouraged to develop their enjoyment of books. Babies sit with books and the pages, exploring how to hold them. Toddlers sit and listen as staff read with expression. The children comment on the pictures that are familiar to them. Older children enjoy listening to stories. They are encouraged to retell the story and to draw pictures associated with the story.

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

- Since the last inspection, management has taken effective steps to enhance the quality of the curriculum, its implementation, and staff interactions with the children. Additional coaching, mentoring, and training opportunities have been provided to support the staff. However, this requires further evaluation to ensure the ongoing development of less experienced staff, including their understanding of the curriculum and interactions with the children. There is a good team spirit across the nursery and staff comment on how their well-being is given high priority.
- Staff understand each child's individual needs and abilities. They make ongoing observations and assessments of the children and use this information to build on what they know and can already do as they play. For example, staff know children need to build their finger muscles prior to learning how to write. They encourage children to manipulate dough and make marks on a large easel to develop these skills. However, on occasions, staff do not always make use of spontaneous opportunities to challenge and extend children's learning as they play. Furthermore, older children are not always given sufficient time to solve problems for themselves.

- Staff understand the importance of supporting children to develop their communication and language skills. Babies and younger children are introduced to new words associated with their play, such as 'pop' when blowing bubbles and younger children are introduced to words, such as 'prickles' and 'astounding'. Staff then link these words to a familiar story to further embed their meaning. Older children use language to describe what they are doing. For example, children talk about their home and family when they are playing with the doll's house. Their language development is further enhanced as they sing songs, such as 'Zoom, zoom, zoom we're going to the moon'.
- Staff support children to develop their independence and sense of responsibility. Younger children are encouraged to feed themselves with their fingers and spoons before moving on to using knives and forks. Older children learn to independently put on their outdoor clothing before going outside to play. They help to tidy away the resources and enjoy serving their own lunch.
- Staff know the children and their families well. Flexible settling-in sessions help to build relationships prior to the children starting nursery. Parents receive daily feedback on their child's day and have access to written information and photographs about their child's development through an online learning journal. They are able to borrow nursery resources, such as story books and 'play and learn bags', to support children's ongoing learning at home. Parents comment that they are happy with the care and learning opportunities provided for their children.
- Children form close bonds with the nurturing staff, who know them well. For example, babies receive a cuddle and reassurance if they are upset, and older children seek the support of staff if they need help. This actively supports babies to explore the environment and promotes children's emotional development. Children demonstrate that they feel safe and secure.
- Leaders and managers have considered ways to help keep children safe. Staff complete daily risk assessment checks and understand their responsibility to report any concerns to management, so that immediate action can be taken address risks and remove hazards. Risk assessment reports are collated and evaluated each week to help maintain a safe environment.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff have a clear understanding of their role in keeping children safe from harm. They ensure staff undertake regular training, which supports them to identify children at risk of abuse. This includes knowing who to contact if they have a concern. Robust recruitment and vetting procedures ensure all staff are suitable to work with children. Induction is used to support staff to understand their roles and responsibilities. Staff are deployed effectively and supervise the children well.

What does the setting need to do to improve?

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

- enhance aspects of the staff's teaching to extend and challenge children's learning to ensure all children make the best possible progress in their learning
- enhance further professional development opportunities to continue to support and develop less skilled members of staff, this includes their knowledge of the curriculum and its implementation.

Setting details

Unique reference number	EY291389
Local authority	Luton
Inspection number	10225625
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	132
Number of children on roll	119
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01582 343714
Date of previous inspection	24 January 2022

Information about this early years setting

Bright Horizons Bramingham Day Nursery and Preschool registered in 2004 and is located in Luton, Bedfordshire. The nursery employs 24 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 or above, including three at level 6. The nursery is open Monday to Friday from 7.30am until 6.30pm, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Ann Austen
Elke Rockey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager and inspectors completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspectors observed staff's interactions with the children during indoor and outdoor activities and assessed the impact this has on the children's progress and achievements.
- The inspectors carried out joint observation with the manager and discussed the children's progress and achievements.
- A sample of the nursery documents were reviewed by the inspectors. This included evidence of staff suitability and training.
- The inspectors took account of the views of parents by speaking to them.
- The inspectors held discussions with the manager, Regional Director and the Early Childhood Specialist lead for the nursery at appropriate times 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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