

Inspection of Bright Horizons Fair Oak Day Nursery and Preschool

Vicarage Farm, Winchester Road, Fair Oak, EASTLEIGH, Hampshire SO50 7HD

Inspection date: 28 November 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children eagerly enter the inviting environment, keen to talk to staff. They confidently find their pictures to self-register and eagerly enter their room bases. Children have built exceptionally secure bonds with staff and separate from their parents with no concern. Across the nursery, children enjoy an excellent range of resources and activities that build precisely on what they know and can do. The curriculum and children's interests are used exceptionally well to encourage children to develop to their fullest potential. For example, as babies independently negotiate a 'baby gym' they enjoy initiating peekaboo and roll-and-fetch games. Staff use these interactions to build on babies' communication, physical skills and emotional development extremely well.

Children's interests, in all rooms, are effectively incorporated into activities to encourage their sustained involvement. Toddlers display their eagerness to learn, such as constructing with wet sand, doing creative activities and imaginative play. Staff use this enthusiasm to continue developing on children's language and physical skills, as well as exploring their ideas. Older children enjoy splashing in puddles and staff use this activity to build on their interests in the weather and their problem-solving skills. For example, as children explore and count puddles and discuss their properties. Older children eagerly share about their clay animals, why they have made them and their habitats. They are extremely confident in their personal skills and have excellent attitudes to their learning.

The nurturing environment and staff encourage children to try new skills. The meaningful praise staff provide boosts children's confidence to try and their self-esteem. Children of all ages show beaming smiles when staff share how well they have achieved a task or tried. They are respectful of each other, share well and take turns.

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

- The management have high expectations for themselves and the staff. The manager and staff work exceptionally well as a team. They precisely plan the curriculum and use their observations and assessments to target children's next steps for learning and identify their specific developmental needs. Management and staff are highly reflective about their practice. They continually strive to enhance the provision and swiftly implement measures to improve when they are identified.
- As the children progress through the nursery, staff meticulously work with each other and parents to ensure a smooth transition between rooms. The key-worker system is highly effective at ensuring that parents are kept informed of their children's learning, developmental next steps and their care routines.

Parents state how appreciative they are of staff and the information they receive about their children daily.

- Recent well-being initiatives have been exceptionally well received by staff and boosted their sense of belonging. Staff, in turn, prioritise children's sense of well-being. For example, when children have new events going on in their life, such as preparing for new siblings, staff create 'baby clinics', so children can learn about babies and how to care for them, read stories and talk about experiences. Parents state how this has successfully supported their children to prepare for the arrival of siblings. Children receive daily encouragement to express their feelings and staff support them to learn how to manage these appropriately.
- Children have excellent opportunities to build on their learning outside and develop healthy lifestyles. They relish the healthy meals cooked on site and eagerly use the outside area. Children make their own choices and can choose whether to be inside or out, whatever the weather. They share the exciting things they do at forest school and how they love the mud, climbing and splashing in puddles.
- The quality of teaching throughout the nursery is outstanding. Management empower staff to build on their skills and continue to develop professionally. Staff identify training, activities and resources that will enhance the learning environment for children and inspire their learning further.
- Staff identify the impact the COVID-19 pandemic has had on children. They place an extremely strong focus on supporting children to develop their interpersonal skills, self-esteem and be confident communicators. Children love books. They engross themselves in stories that staff read, following on with actions and sharing their relevant, if imaginative, experiences, such as what they see on 'lion hunts'. Children enjoy sitting and looking through books from an early age, sharing the pictures with their friends and staff.
- The management team places great emphasis on ensuring all aspects of the provision are compliant with requirements. Any complaints are thoroughly investigated. Any emerging needs are comprehensively documented and swiftly referred to the relevant agency.
- Staff implement children's educational plans meticulously, with the support of the special educational needs coordinator. They work extremely well in partnership with parents and other agencies to ensure any child, whether they have emerging needs or identified special educational needs and/or disabilities, can develop to their full potential.

Safeguarding

The arrangements for safeguarding are effective.

Management has an excellent understanding of their designated safeguarding roles. Staff demonstrate an extremely secure knowledge of child protection issues and state how management regularly ask questions of them to test this. Staff confidently state what may indicate a concern for a child and where they would refer this to. Management and staff implement thorough risk assessments to

enable children to play and learn in safety. Robust recruitment processes ensure staff are suitable to work with the children. Children are closely supervised by staff, who give clear instructions on how to keep themselves safe and prompt them to remind their friends of the rules. Children develop excellent understanding of how to manage risks and their own safety from an early age.

Setting details

Unique reference number	EY481475
Local authority	Hampshire
Inspection number	10261705
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	67
Number of children on roll	106
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	02381 843 316
Date of previous inspection	25 June 2019

Information about this early years setting

Bright Horizons Fair Oak Day Nursery and Preschool registered in September 2014. It is situated in the village of Fair Oak in Hampshire. The nursery opens five days a week throughout the year, except for a week long closure over Christmas. The nursery employs 29 members of staff. Of these, three hold relevant qualifications at level 5, 12 at level 3 and three at level 2. The provider receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anne Nicholson

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 manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and the inspector discussed the organisation of the early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to numerous parents during the inspection, and read several email testimonials, and took account of their views.
- The inspector sampled a range of documentation throughout 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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