

# Inspection of Bright Horizons Prestbury Day Nursery and Preschool

Alderley Road, Prestbury, Macclesfield, Cheshire SK10 4RH

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Inspection date: 6 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily at this very calm and welcoming nursery. They are warmly greeted by the dedicated and passionate staff. Children explore all areas of the stimulating and well-organised, safe environment. Babies and toddlers smell lemons and oranges in their water play. Toddlers add cinnamon and develop their small muscles as they knead it into their play dough. They smell the play dough and talk about 'gingerbread men'. Children use their senses to make links and build on what they already know. Older children listen attentively and join in with dancing and songs. They eagerly anticipate what 'Jack the robot' has in his sack and tune into the different sounds that animals make and sound out short three-letter words. Children are beginning to blend sounds into words.

Staff have high aspirations for all children. Images of the daily routine help children to feel secure as they know what to expect throughout the day. Children behave well and show curiosity when approaching activities. Babies crawl over apparatus and through tunnels. Toddlers learn to hold paintbrushes and mark-making utensils. They ride on bicycles and kick footballs. Older children run through leaves and collect apples. All children experience the wonder of seasonal changes in the extensive outdoor space. Children benefit from the many opportunities that build confidence and develop their small and large muscles.

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

- Opportunities to develop children's communication and language are prioritised by the management team. Children sing songs and listen to stories. Older children remember events of books that they have read. For example, they say 'ziggety, zaggety' as they mix 'potions'. They tell staff that 'a spice is something that you can smell'. Staff introduce a wealth of new vocabulary, such as 'sprinkle', 'dash' and 'squirt'. However, leaders have not ensured that all staff consistently allow time for children to process new vocabulary and continue to build on what they already know.
- The dedicated management team is highly skilled and has high expectations. They have designed an ambitious curriculum with a strong focus on supporting children's independence and developing communication and language skills. They lead the nursery with enthusiasm and foster a climate of supporting staff well-being. Staff speak very highly of the company and the management team.
- All children, including those with special educational needs and/or disabilities, make good progress from their starting points. Overall, the teaching is of good quality and is well planned and delivered. However, occasionally, staff plan activities that are not focused enough on what they want individual children to learn. This means that children are not always benefiting from learning opportunities designed to sequence their individual learning.

- Partnership with parents is a strength at this nursery. Parents are extremely happy with the progress that their children make from their starting points. They praise the staff for supporting children with transitions from home and between rooms. Staff provide parents with information, books and resources to enable them to support learning at home. They link with local primary schools and provide an array of information as children move on to school. They arrange parents' evenings that inform parents of their children's progress. Children's emotional well-being is prioritised, and they are ready for their next steps.
- Children have many opportunities to develop their independence. They serve themselves and use cutlery at mealtimes. They wash their hands independently and talk about the germs on their hands. Children demonstrate that they understand the importance of good hygiene practices.
- Children develop positive attitudes, tolerance and respect for others. They vote on the stories that they want to read. They take turns and are encouraged to share. Children learn about differences and similarities through appropriate resources, stories and pictures. Children take part in food-bank projects and visit care homes. They learn about a wide range of religious festivals and celebrations, such as Christmas and Chinese New Year. Children develop knowledge about culture and the wider world around them.

## Safeguarding

The arrangements for safeguarding are effective.

Recruitment and vetting processes are stringent and this ensures that all staff are suitable to work with children. Staff have an in-depth knowledge of child protection issues. They can identify the signs and symptoms that may indicate that a child is at potential risk of harm. They are confident with the referral and escalation process if they have a concern about a child. Daily risk assessments ensure that the environment is safe and secure. Children learn to look for possible hazards outside before they come out to play. The use of 'Candyfloss', the safeguarding mascot, helps children to learn about risks and how to keep themselves safe. Accidents are dealt with effectively and staff are trained to administer paediatric first aid.

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

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

- allow children time to process their thinking and respond to adults
- support staff to plan activities that sharply focus on what they want individual children to learn.

## Setting details

<b>Unique reference number</b>	EY485646
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10236608
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01625 464905
<b>Date of previous inspection</b>	19 January 2017

## Information about this early years setting

Bright Horizons Prestbury Day Nursery and Preschool registered in 2015. The nursery employs 19 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Hayward

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times 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 that this was having on children's learning.
- The inspector carried out two joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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