

Inspection of Bright Horizons Sutton Day Nursery and Preschool

14 Sherwood Park Road, Sutton, Surrey SM1 2SQ

Inspection date: 7 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 the nursery. They settle quickly and access a wide range of activities and resources, indoors and outdoors. For example, babies enjoy using the low-level climbing frame in their room, supporting their physical skills successfully. Older children delight in dressing up as nurses and princesses, which promotes their creativity and imagination. Outdoors, children explore their natural environment as they hunt for minibeasts and bugs. There are also many enjoyable opportunities for children to test their agility while using ride-on toys. Children show they feel safe and secure.

Children respond well to staff's high expectations for their learning. For example, they concentrate well during a planned activity which involves learning about numbers and colours. Children, particularly babies, love listening to stories being read to them. They respond well to cuddles and close contact with staff, making them feel reassured. Children gain good levels of social confidence. They smile, approach and talk to visitors about their play. Children's behaviour is good. They know how to share and take turns. Children are learning about the language of feelings and are able to express when they feel happy or sad. They have positive attitudes and are motivated to learn.

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

- The manager is a reflective practitioner. She welcomes the support and guidance of other professionals to help evaluate the quality of the provision. The manager is currently exploring other ways to communicate with parents to support children's learning further.
- The manager monitors staff practice and offers regular meetings to provide valuable opportunities to discuss their performance. Staff find they are well supported by the manager. Following training, they have gained confidence in identifying children's additional learning needs. This contributes to the good quality of education that children receive.
- Staff observe and monitor children's learning regularly. They plan an ambitious curriculum for all children, including those who speak English as an additional language and children with special educational needs and/or disabilities. For example, staff give priority to children's language development. They talk to children, describe their actions and repeat new words to develop their vocabulary. Consequently, children make good progress from their starting points.
- Staff work well with other professionals to support children and their families. However, the information gathered from the professionals is not shared quickly enough with all staff. This prevents some staff from fully promoting continuity in children's education and care.

- Staff provide children with a welcoming and inclusive environment. However, there are some occasions when they do not organise the daily routines as effectively as possible. As a result, children wait for long periods and become restless. This is particularly evident when staff prepare children for change, such as for outdoor play or at mealtimes.
- Children develop a good understanding of healthy lifestyles. They enjoy nutritious snacks and meals, which are prepared on site. Children's individual dietary needs are managed well to ensure they remain healthy. In addition, children engage in various play activities to enhance their physical development. Children know the importance of personal hygiene routines. For example, the older children demonstrate their understanding of these as they wash their hands independently before handling food.
- Parents give positive verbal feedback about the service they and their children receive. They appreciate the information shared online about what their children are learning and how they can support them at home. Parents also praise the warm welcome they get when they drop off and collect their children. The close partnership between parents and staff benefits children's education and personal development effectively.
- Staff promote positive behaviour at the nursery. They talk to children respectfully and encourage them to play well together.
- Since the last inspection, staff have improved how they incorporate mathematics into the curriculum. They support children with counting and identifying basic shapes. As a result, children, particularly the older ones, are able to count from one to 10 and beyond.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to safeguard children. They know the signs and symptoms of abuse, including indicators of extremist views and behaviour. There is a clear procedure for reporting any concerns to relevant agencies to protect children's welfare. The manager conducts a rigorous check to assess staff's suitability to work with the children. She ensures the correct adult-to-child ratio is met at all times to keep children safe. Staff deployment is effective. Staff supervise children well, indoors or outdoors, to protect their welfare.

What does the setting need to do to improve?

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

- develop the current arrangements for sharing information collected from other professionals to fully promote continuity in children's education and care
- review the organisation of the daily routines to ensure children remain focused and engaged.

Setting details

Unique reference number	153871
Local authority	Sutton
Inspection number	10234261
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	1 to 4
Total number of places	55
Number of children on roll	53
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0203 780 3046
Date of previous inspection	8 March 2017

Information about this early years setting

Bright Horizons Sutton Day Nursery and Preschool registered in 2001 and it is located in the London Borough of Sutton. The nursery is open Monday to Friday, from 7.30am to 6.30pm, for 51 weeks of the year. There are 15 members of staff who work with the children. Of these, one holds a childcare degree at level 6, eight staff members hold early years qualifications at level 3 and two staff members hold qualifications at level 2. The nursery provides free early education sessions for children aged two, three and four years.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 inspector and the manager walked around the setting and discussed how the different areas are used to support children's learning.
- The inspector spoke with staff, children and parents at convenient times during the day.
- The manager and the inspector conducted a joint observation of an activity. Together, they evaluated the impact of the activity on children's learning.
- The inspector held a leadership discussion with the manager and a member of the senior management team to discuss the quality of the provision.

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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