

Inspection of Bright Horizons Sidcup Day Nursery and Preschool

C/o David Lloyd Leisure Club, Baugh Road, Sidcup, Kent DA14 5ED

Inspection date: 14 December 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 Good

What is it like to attend this early years setting?

The provision is good

Children are happy and secure. They are keen learners who share their experiences confidently with visitors to the nursery. Older children eagerly show the inspector the dancing sticks they made for a recent celebration. Children make good progress across all areas of learning. Their small motor skills develop quickly, and they display deep concentration as they make play dough and experiment with the different ingredients. Children develop a love of books and reading; older children enjoy using the lending library to share their favourite books at home. Toddlers begin to understand simple mathematical concepts as they count pieces of apple for snack time. Children use their imaginations as they make tracks in the sand and add trains and other vehicles to build a town. Babies display perseverance as they complete animal puzzles. Staff know when children need support and when to stand back and allow them to try for themselves.

All children get plenty of exercise. They enjoy playing in the nursery garden every day. Children understand how to keep themselves safe, as they complete risk assessments of the garden area before they engage in play. Children develop their physical skills well. They climb steps to the slide and babies practice taking steps across walking beams.

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

- A strong focus is placed on children's speech and language development in the nursery, and staff are skilled at supporting children to acquire language. Staff communicate effectively with the children and each other, using stories, songs, rhymes and music to support children to acquire and use language. Staff use clear language and introduce new words to children to extend their vocabulary further.
- Children with special educational needs and/or disabilities (SEND) are supported well. Staff build collaborative relationships with other professionals and work closely with them to put extra support in place for children with SEND to enhance their learning.
- Children are keen learners. Staff implement exciting activities based around children's fascinations, which capture their interest and imagination. This promotes children's deep concentration. For example, children spend extended time experimenting with ingredients as they make play dough. However, at times, staff miss opportunities to challenge and extend learning further so children can make even higher rates of progress.
- Staff skilfully weave mathematical concepts into their conversations with children. They talk about how many more are needed as older children help to set the table for lunch and introduce children to early subtraction as they talk about how many millilitres of water have been used.

- Children are given plenty of opportunities to develop long-lasting independence skills. Babies find their name cards and choose where to sit at mealtimes, and toddlers and pre-school children are encouraged to pour their own drinks and serve their own food, as well as to clean their plates after eating.
- The key-person system is effective and staff have high expectations for children. Children develop kind and caring relationships with staff and other children. They take turns, share resources and form firm friendships. Staff use familiar books to help children to understand their emotions and talk about how they are feeling. Children behave well.
- Parents speak positively about the care their children receive. They feel that their children's learning is supported very well to help them make good progress. Parents comment that the recent introduction of a parent forum will further strengthen the already strong partnership.
- Staff speak very highly of the support they receive from their manager and clearly feel valued in their work. Regular supervisions and appraisals help to identify their training needs. Staff report that they are encouraged to progress their careers within the company. The manager supports staff's well-being successfully and provides them with useful professional development opportunities to extend their knowledge and skills. For example, staff recently attended training to help enhance their knowledge regarding different learning styles children may have and how to support them. The manager highly values the views and opinions of children, staff and parents to help her continue to raise the quality of the nursery even further.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are aware of their role and responsibilities to safeguard children. They are aware of the signs and symptoms that would indicate a child is more vulnerable or at risk of abuse. Staff are knowledgeable about the company's and local authority's procedures to follow should they have concerns about a child in their care or an adult's professional conduct. The premises are secure. Effective risk assessments of the premises consider children's safety at the setting and the steps that need to be taken to minimise any hazards. The manager follows robust safer recruitment systems to ensure that staff are suitable to work with children and to check their ongoing suitability.

What does the setting need to do to improve?

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

- support staff to develop the already good-quality teaching and to extend children's learning during the implementation of the curriculum to the highest level.

Setting details

Unique reference number	EY282665
Local authority	Bexley
Inspection number	10234799
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	34
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3906 6562
Date of previous inspection	10 January 2017

Information about this early years setting

Bright Horizons Sidcup Day Nursery and Preschool registered in 2004 and operates from the David Lloyd Fitness Centre in the London Borough of Bexley. The nursery offers care from Monday to Friday, 7am to 6pm, for 51 weeks of the year. There are 15 members of staff, 14 of whom hold appropriate childcare qualifications at level 2 or 3. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account their evaluation of the pre-school.
- The manager joined the inspector on a learning walk and talked about the nursery's curriculum and what they want children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector key documentation on request.

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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