

# Inspection of Bright Horizons West Hampstead Day Nursery and Preschool

11 Woodchurch Road, West Hampstead, London NW6 3PL

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Inspection date: 16 December 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are confident and extremely independent at this well-managed nursery. Staff ensure that children's emotional needs are fully supported from the moment they settle in. They help children to understand and manage their feelings in a safe and nurturing environment. Children learn how to play with their friends appropriately and to be kind and considerate towards each other. Their behaviour is generally good. Children can explain what good behaviour 'looks like' and understand the rules which they must follow.

Staff who work with younger children have very high expectations for what they can achieve. For example, babies move freely around the room, choosing the resources and activities that they are interested in. They are self-assured when interacting with staff and persevere with tasks when they are having difficulties.

Children's language development is very well supported across the nursery. Children thoroughly enjoy listening to stories and looking at books. Staff read stories to children all of the time. They use expression and gestures to bring the books to life. Staff ask children to predict what they think will happen next and which parts of the story they really enjoyed. This helps children to become familiar with story structure and language. All children develop a love of books and reading.

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

- The manager has a clear intent for the curriculum, focusing on children's confidence, independence and emotional security. She expects children to leave the nursery ready to start school. Staff support this by teaching children to do a range of things for themselves. Children set their own places at lunch and serve their own food. They tidy away the toys and equipment when they have finished playing with them and confidently use the toilet themselves, including washing their hands afterwards.
- The curriculum provides many opportunities for children to follow their interests while developing their own learning and skills. Resources are stored so that children can select them easily. Staff provide interesting and varied resources that support all the areas of learning. The outside area is well equipped. Children develop their large-muscle skills by climbing, balancing and running freely in the safe space.
- Staff plan activities to support children's individual learning needs. Staff regularly observe children to identify any gaps in their knowledge and understanding and then provide learning experiences to close the gaps. They plan stimulating activities for younger children that build on what children already know. However, in the pre-school room, some activities are not as engaging and do not build on children's previous learning to the same extent.

- Staff teach children spoken language well. Children make good progress, including children who speak English as an additional language. Staff ensure that they talk slowly and clearly, using simple words and phrases. They use gestures to help children's understanding. For example, babies play with ice in the water tray, reacting when they realise it is very cold. Staff shiver and hug themselves, saying, 'It is freezing.'
- Most staff are very skilled at supporting children's independent play. They observe and intervene when appropriate, developing children's ideas and thinking skills. However, some staff are not as skilful at this. They do not understand how to extend children's play and, as a result, children do not make as much progress as they could.
- The manager understands the importance of training and continuous professional development. She recognises that developing staff's skills is the key to improvement. She ensures that training is purposeful and takes account of individual staff's needs, which she identifies during regular supervision meetings and her observations of teaching practice. Staff's well-being is also a priority. Staff report that they feel valued and well supported by the manager.
- The manager regularly reviews and evaluates the provision. She is able to identify key areas for improvement and puts plans in place to address them. Regular feedback from parents and staff supports her improvement work.
- Parents are very happy to discuss their views and experiences of the nursery. They comment on how well run the nursery is. They particularly appreciate the emotional support which their children receive from their key persons. Regular daily updates about their children's learning experiences help parents to feel confident about the care which their children receive.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their safeguarding responsibilities and child protection policies and procedures. They know what to do and who to contact if they have a concern about a child or a member of staff. Staff's safeguarding training is up to date and includes the 'Prevent' duty and female genital mutilation. A robust recruitment procedure helps to ensure that adults working with children are suitable. Accidents are taken very seriously. Staff administer medical care following the nursery's procedures and share records with parents. Risk assessments are thorough and identify any risks and the action taken to mitigate the risk. This helps to ensure children's safety and well-being at all times.

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

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

- ensure that activities in the pre-school room are engaging and build on children's

previous learning, to secure children's interests and improve the progress which they make

- develop staff's teaching practice and understanding of how to support children's play effectively, ensuring that children consistently extend their knowledge and skills across the nursery.

## Setting details

<b>Unique reference number</b>	EY286473
<b>Local authority</b>	Camden
<b>Inspection number</b>	10234819
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	84
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3906 6548
<b>Date of previous inspection</b>	16 December 2016

## Information about this early years setting

Bright Horizons West Hampstead Day Nursery and Preschool registered in 2004 and is based in West Hampstead, in the London Borough of Camden. The nursery opens for 51 weeks of the year, from 7.30am to 6.30pm, Monday to Friday. It is in receipt of funding for the provision of early education to children aged three and four years. The nursery employs 25 members of staff, including the manager. Of these, 12 have appropriate childcare qualifications ranging from levels 2 to 6.

## Information about this inspection

### Inspector

Paul Church

## 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff and parents at appropriate times 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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