

Inspection of Bright Horizons Fulham Day Nursery and Preschool

16 Lettice Street, London SW6 4EH

Inspection date: 18 November 2022

| Overall effectiveness | Inadequate |
|------------------------------|-------------------|
|------------------------------|-------------------|

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Safety procedures are not robust at the nursery. Staff do not give adequate attention to ensure children are kept safe. For example, doors and safety gates are not always secured. This means children are able to access areas such as the kitchen, which puts them at risk. Good hygiene practices are not routinely followed across the nursery. Staff do not regularly wash their hands when wiping children's noses and handwashing facilities are not well maintained, which raises the risk of cross-infection. Staff do not take adequate care to minimise choking risks. For instance, food is not cut into appropriate sizes for the youngest children, and children move around the room with food in their mouths.

The manager is knowledgeable about her responsibilities to provide a curriculum that supports children's development and learning. However, there are weaknesses in the quality of education, which impact negatively on the progress children can make. For example, some activities are too challenging for younger children to participate in and they become disengaged, without appropriate stimulation to develop new skills. Furthermore, children's personal development is not supported effectively. Staff fail to teach children how to keep themselves safe, such as during mealtimes.

Despite these concerns, children are happy and well settled, overall. Older children have opportunities to experiment with water and scoops to fill different sized-containers, while younger children explore paint with brushes on large paper. At times, staff interact suitably with children, such as to help them learn where to find resources for rolling out play dough and how to use sand moulds. However, this practice is not consistent across the staff team, which limits children's opportunities to extend their learning.

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

- Hygiene practices are poor and compromise children's health and well-being. Older children are able to wash their hands independently using soap and water. However, the soap dispenser is left dirty and hand towels are not always available. In addition, wipes used to clean babies hands are not always clean as children have been playing with them prior to use, making them unsterile. This raises the risk of cross-infection and does not teach children the importance of good hygiene.
- Key persons appropriately identify next steps in children's development and learning. However, the activities that staff plan do not always help children to achieve what they want children to learn. For instance, some staff do not consider how to adapt their plans to meet the individual needs of children, to enable all children to take part. This causes children to become disinterested and

hinders the potential progress children are able to make.

- Children with special educational needs and/or disabilities are supported adequately in their learning. The special educational needs coordinator has undertaken appropriate training for the role. She works suitably with other professionals and seeks additional support for children when necessary.
- Staff working with older children use suitable interactions to extend their learning. For example, as they are getting ready to go outside, staff talk about the change in weather and how they need an extra layer of clothing to keep warm. However, the support for younger children's developing language is not always consistent. Staff do not consistently provide opportunities for children to practise making sounds and learning new words. This limits children's abilities to develop a wide vocabulary and communicate socially during their play.
- While there are strategies to support children who speak English as an additional language, these are not routinely implemented. Staff gather some key words when children start at the setting, however, these are used sporadically. Children do not have regular opportunities to hear and use their home languages during the day.
- Some routines, such as at meal and sleep times, are chaotic and disorganised. Staff are not deployed effectively at these times and children are left waiting for longer than necessary, which causes some children distress. During these times, staff are preoccupied with others tasks, such as serving food, and do not focus on children's individual needs, which impacts negatively on children's behaviour and emotional well-being.
- The manager reflects on the provisions for children and is able to identify some areas for improvement. She has monitoring systems in place to oversee the practice in the nursery. However, these are not effective at helping her to recognise where practice needs improvement. She also fails to identify the gaps in staff's understanding of policies and procedures designed to keep children safe.
- Parents are generally pleased with the care the nursery provides. Staff work in partnership with parents suitably to help meet children's individual needs. They communicate with parents adequately to share information, such as via the online app.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have an adequate knowledge of child protection procedures. They know how to identify and report any concerns they have about children's welfare. The manager completes checks of staff to ensure they are suitable to work with children. Most staff hold a suitable first-aid qualification to help ensure children's care needs are met in the event of any accident or injury. However, breaches to safeguarding and welfare requirements mean that children's safety and welfare cannot be assured. Staff do not always follow risk assessment procedures that are in place to ensure children are kept safe. Poor hygiene practices put children's health at risk.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

| | Due date |
|---|-----------------|
| improve staff's understanding and implementation of health and safety procedures, including risk assessments and hygiene procedures | 20/01/2023 |
| ensure effective risk assessment procedures are in place to identify and minimise all potential risks to children | 20/01/2023 |
| provide a broad curriculum that offers suitably challenging experiences for all children across all areas of learning, particularly communication and language and personal, social and emotional development | 10/02/2023 |
| improve the deployment of staff during daily routines, such as mealtimes, to ensure that all children's needs, including emotional and social, are fully supported. | 10/02/2023 |

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

- strengthen the opportunities children with English as an additional language have to use their home language in their play and learning to aid their language development further.

Setting details

| | |
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| Unique reference number | EY152041 |
| Local authority | Hammersmith & Fulham |
| Inspection number | 10260560 |
| 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 | 137 |
| Number of children on roll | 38 |
| Name of registered person | Bright Horizons Family Solutions Limited |
| Registered person unique reference number | RP901358 |
| Telephone number | 020 3906 6549 |
| Date of previous inspection | 18 January 2017 |

Information about this early years setting

Bright Horizons Fulham Day Nursery and Preschool registered in 2002. It operates in the London Borough of Hammersmith and Fulham. The nursery is open each weekday from 7am until 7pm, for 50 weeks a year. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 13 members of staff who work with the children. Of these, all staff hold relevant qualifications at level 2 or above.

Information about this inspection

Inspectors

Kyrstie Gennoe
Anja Eribake

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk and discussed the nursery curriculum.
- The inspectors spoke to staff and took account of their views.
- The inspectors and manager completed two joint observations and shared their findings.
- The inspectors observed children and staff interacting throughout the day.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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