

Inspection of Bright Horizons Old Shoreham Day Nursery and Pre-School

418 Upper Shoreham Road, Shoreham By Sea BN43 5NE

Inspection date: 11 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of children's experiences varies throughout the nursery, although all children play happily and make progress in their learning. The youngest children spend their time in a calm environment with staff who know them well and consistently meet their needs. However, the lower nursery environment, which is occupied by the older children, is very busy. Children often spend periods of their day travelling from room to room in the large free-flow environment. This limits the interactions they have with staff, as well as minimising their engagement with activities. Consequently, children are not consistently supported by staff to extend their learning and build on what they have already achieved.

Key-person arrangements for older children are not fully effective. They are not always able to spend time with their key person due to the busy environment. This has an impact on their personal, social and emotional development, especially for children who have recently started nursery.

Children build good relationships together. They seek each other out and enjoy activities of interest, such as creating their own dinosaurs during mark making, or independently sharing stories together. However, when the environment used by older children becomes noisy, children become disengaged. As a result, some children become unsettled.

Although staff working with the older children do their best to engage smaller groups of children, regular minor disputes occur between children that staff sometimes miss. This does not support children in learning how to manage their own behaviour.

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

- Leaders are aware of the improvements needed. The new manager has a clear vision: to develop the nursery and improve outcomes for children. Some changes have already been implemented, such as arrangements around accident and injury. Other changes, such as new systems to plan educational programmes, are currently being embedded. As a result, the quality of learning experiences is variable for the older children, although teaching for children under two is strong.
- Leaders complete regular supervision meetings for staff, although these are not fully effective in influencing positive changes. For example, leaders have not acted on concerns raised by staff working with the older children in relation to their environment. Despite this, staff feel they have opportunities to undertake training and that leaders are approachable.
- Children have opportunities to develop their physical skills as they freely access

the garden. They learn to challenge themselves physically as they balance on beams and peddle trikes. Staff use these times well to help children to learn to keep themselves safe, reminding them to 'be careful' on the pirate ship, as it might be slippery.

- Staff are aware of the importance of supporting children's communication and language development. They support the youngest children to learn new sounds and words, such as 'pine cone' and 'shiny'. Staff working with older children narrate their play and speak clearly. Children are confident and speak to adults and peers to make their ideas and suggestions known. However, at times, high noise levels impact on how staff can support children's communication.
- Some aspects of the daily routine are not fully effective. Staff undertake a variety of group times, sharing stories and familiar songs. They read with enthusiasm and role model the actions alongside songs. However, staff do not recognise the benefit of these times as valuable learning experiences. Group activities often take place at times when staff need to change nappies and wash hands in preparation for eating. This makes it difficult for children to engage and concentrate. In addition, mealtimes are a large group activity, where children become easily distracted due to unnecessary waiting times. Despite this, children benefit from freshly cooked, nutritious food. Staff promote and encourage children's independence as they self-serve their own meals and pour their own drinks.
- Parental partnership is strong at this nursery. Parents speak highly of the nursery and its staff. They feel they are well supported and report that their children are happy, safe and making good progress. Parents particularly enjoy receiving regular updates via an online app, which they report has greatly improved communication between home and nursery. The nursery also provides a book library to encourage parents to read at home with their children, helping children to develop a love of books.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete training to ensure their knowledge of child protection is up to date, including knowing who to report any concerns to. They are confident in identifying signs of abuse and recognising factors that could indicate radicalisation and female genital mutilation. Staff are aware of their responsibilities in relation to safeguarding and know what to do if they are concerned about a child. Staff are also aware of actions to take should they receive an allegation against a member of staff. The nursery is secure. Staff risk assess effectively, including acting to minimise any potential risks. Leaders ensure that effective safer recruitment procedures are in place.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure leaders provide effective supervision for staff and respond to their concerns, to enhance children's well-being	01/02/2023
strengthen the key-person system for older children, to more effectively meet all children's needs	01/02/2023
support staff to manage behaviour more consistently for older children, to ensure all children understand how to behave appropriately	01/02/2023
review and improve the organisation of the learning environment for older children so they can more fully engage in meaningful experiences.	01/02/2023

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

- strengthen the organisation of the daily routines to make better use of the well-delivered story and singing times and minimise unnecessary waiting times
- monitor delivery of the curriculum in practice, to ensure it is ambitious for all children consistently across the nursery and that the curriculum intentions are being met
- improve the management of noise levels in the rooms for older children, to ensure staff can support children's communication and language skills effectively.

Setting details

Unique reference number	EY494569
Local authority	West Sussex
Inspection number	10269650
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	0 to 4
Total number of places	87
Number of children on roll	70
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01273 090687
Date of previous inspection	13 February 2018

Information about this early years setting

Bright Horizons Old Shoreham day nursery and preschool registered in 2015. It is located in Shoreham, West Sussex. The nursery is open from 8am to 6pm, each weekday, throughout the year. It receives funding to provide free early education for children aged two-, three- and four-years old. There are 12 staff. Of these, 9 staff have relevant childcare qualifications.

Information about this inspection

Inspector

Natalie Moir

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 how they support children with special educational needs and/or disabilities.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation of group activities with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the provision with the inspector.

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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