

# Inspection of Bright Horizons Raynes Park Day Nursery And Preschool

3 Spencer Road, Raynes Park, LONDON SW20 0QN

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Inspection date:

23 February 2023

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## **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

Requires improvement

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

### The provision requires improvement

Children arrive happily and settle in quickly. There is a well-established key-person system, which helps them to form strong attachments and feel secure right from the start. Children generally behave well; they listen to staff and develop good friendships with their peers. However, older children do not always receive appropriate guidance to help them understand staff's expectations and moderate their behaviour. For instance, sometimes children are allowed to crawl around and play underneath tables, while at other times they are told that this is not safe.

Children play in a rich learning environment and are generally engaged in interesting activities. For instance, babies are enthralled by a tray of herbs in cornflour 'gloop'. They explore this with curiosity, using all of their senses. However, at times, the quality of teaching is variable. For example, staff do not adapt activities to cater for the most-able children. This does not help children to fulfil their full potential. Despite this, children demonstrate positive attitudes towards their learning. They show curiosity and imagination in their play and respond positively when faced with challenges. For example, children concentrate well as they work out how to use pipettes to transfer water between containers.

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

- Leaders have made some positive improvements since the last inspection. They have strengthened the provision for children who speak English as an additional language. Children enjoy a range of exciting ways to hear and use their home languages at the nursery. For example, they use an electronic 'pen' to translate their favourite stories. They are happy and excited to share these with their friends. This helps all children to learn about their similarities and differences.
- Staff receive regular supervision and are encouraged to undertake training and improve their professional qualifications. This has strengthened some aspects of staff's professional knowledge, such as how children benefit from playing outdoors. However, the systems for monitoring staff's practice do not identify specific areas of weakness. Consequently, staff do not receive support and training that is sharply focused on their individual needs. Therefore, inconsistencies in teaching remain.
- Staff know children well and carry out regular assessments of their progress. They identify where children need extra help to access the curriculum. Staff work in partnership with parents and other professionals to support children who have special educational needs and/or disabilities. This helps to close the gaps in their learning.
- Staff support children's developing independence and teach them to manage their own personal care. Consequently, children learn useful skills, such as how to put on their coats and serve themselves at mealtimes. This puts them in good

stead for starting school.

- At times, staff are not deployed effectively to support children's learning, behaviour and enjoyment. For example, in the pre-school room, children are gathered in a large group while staff prepare the room for lunch. Only one staff member is allocated to engage all of the children. Therefore, children who need help to listen and understand are not supported to join in with the games and discussions. Consequently, they quickly become bored and restless, which impacts on other children's concentration.
- In general, children behave well. They listen to staff and help willingly with tasks such as tidying up after play and setting the tables at mealtimes. However, staff in the pre-school room are not always clear about what they expect from children. Subsequently, children are unsure about what they are permitted to do and find it difficult to moderate their behaviour.
- Children have daily access to outdoor play and develop their large-muscle skills as they run, climb and balance. They enjoy nutritious meals and learn about the benefits of healthy eating and good oral hygiene. This helps children to develop positive attitudes to healthy living.
- Parents speak highly of the kind and friendly staff and say that their children are always happy to attend. They comment that staff are very attentive and meet children's individual care needs to a high standard. Parents appreciate the feedback that they receive about their children's time at nursery, which helps them to continue children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a thorough understanding of their safeguarding roles and responsibilities. They undertake regular training to keep their safeguarding knowledge up to date. Staff are clear about possible risks to children and can identify signs of abuse and neglect. They know how to report any concerns about children's welfare or the conduct of adults. Staff monitor the environment to identify hazards and help maintain a safe learning environment for children. The provider implements robust recruitment procedures and ongoing checks, to help ensure the suitability of staff.

## 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 monitoring of staff practice and ensure that support and training is sharply focused on staff's individual learning needs, to raise the quality of teaching to a consistently good level	28/04/2023
review and improve staff deployment to provide appropriate levels of support for children's learning and behaviour throughout the day.	28/04/2023

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

- support staff in the pre-school room to provide clear and consistent guidance for children's behaviour to help children understand what is expected of them and begin to regulate their actions.

## Setting details

<b>Unique reference number</b>	2556617
<b>Local authority</b>	Merton
<b>Inspection number</b>	10239815
<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>	0 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3780 3048
<b>Date of previous inspection</b>	8 April 2022

## Information about this early years setting

Bright Horizons Raynes Park Day Nursery And Preschool registered in 2019. It is located in Raynes Park, in the London Borough of Merton. The nursery operates each weekday, from 7.30am to 6.30pm, throughout most of the year. The provider employs 17 members of staff, 11 of whom hold childcare qualifications from level 2 to level 6. The nursery offers funded early education for children aged three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed activities and interactions between children and staff, to evaluate the quality of the education. This included a joint observation with the acting manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- Leaders met with the inspector to discuss issues such as staff recruitment and training. They ensured that documents, including staff's suitability checks and paediatric first-aid certificates, were available for the inspector to view.
- The acting manager showed the inspector around the nursery premises and explained how they organise the environment and learning programmes for children.

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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