

Inspection of Bright Horizons Teddies Loughton Nursery And Preschool

Debden Park High School, Willingale Road, LOUGHTON, Essex IG10 2BQ

Inspection date: 15 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and confident. They settle quickly into the nursery with the help of the kind and caring staff team. Babies benefit from warm and gentle interactions. For instance, they quickly fall to sleep as the staff cuddle and gently rock them. Staff try to maintain familiar routines for the babies, which helps to promote the well-being of the youngest children who attend.

Staff support children to develop early literacy skills across the nursery. Babies enjoy looking at the pictures in books and use their emerging vocabulary to identify things they see. Toddlers enjoy joining in with familiar phrases in stories. The oldest children keenly gather around staff outside to share a book together. As a result, children in the nursery develop a passion for stories and books.

Children develop a strong understanding of different feelings and emotions through meaningful discussions with staff. They talk together about how characters may feel in the stories they look at. Children learn new vocabulary relating to this. For instance, staff speak to them about the faces they make and what feelings these facial expressions represent. This allows children to successfully communicate how they feel with those around them.

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

- Staff across the nursery know the children well and speak confidently about the children in their rooms. They adapt the provision on offer to meet the needs of the children who currently attend. Staff gather information from parents regarding children's abilities and interests when they start at the nursery. They use this information to provide children with interesting activities. This helps to keep children engaged.
- Support for children with special educational needs and/or disabilities is good. Staff learn how to support children with specialist equipment through discussions with parents and other professionals. Staff make time in their day to work with children on a one-to-one basis where required. This provides children with focused opportunities to practise the skills they need for the next stage in their learning.
- The current manager has recently started her role. She has a clear vision for the nursery and receives effective support from leaders within the wider organisation. Overall, staff feel well supported in their roles and recognise the positive impact the manager is having on the nursery.
- Staff help children to recall past information and connect it to their current learning. For instance, staff encourage children to talk about their experience of going to the beach while they look at a story about mermaids. Children also build their own connections between their experiences independently. For

example, they look at a story with staff and friends and then choose to build a house for the characters in the story.

- Children behave well across the nursery. Staff speak to them about why the rules are in place. For instance, they remind children that they need to ask a member of staff before returning indoors from the garden to keep themselves safe. Children form friendships with one another, actively seeking out their friends to join the games they play.
- All children progress well. However, planning for children's learning opportunities across the nursery is not consistent. Staff occasionally struggle to plan activities which are appropriate for the age and stage of development of the children they work with. Other staff sometimes plan meaningful activities without providing opportunities for children to extend their knowledge or transfer their learning to other areas within the room. This impacts children's ability to build on their knowledge and skills spontaneously.
- The manager is actively involved in developing staff practice. For instance, she spends time in the rooms speaking to staff about the curriculum and their interactions with children. She is in the process of introducing a more in-depth supervision process with a focus on professional development, but has not yet had a chance to embed this fully.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a firm understanding of their responsibilities to safeguard children. They complete relevant training to keep their knowledge up to date. Staff are able to recognise possible signs of abuse and neglect, and are aware of the process to follow should they need to raise concerns about children's welfare. They are able to identify when a child may be at risk of exposure to extreme views or behaviour. Leaders and managers understand the importance of reporting any concerns about members of staff, and follow the appropriate processes to share any concerns with other relevant agencies.

What does the setting need to do to improve?

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

- consistently plan appropriate opportunities for all children to build on their existing knowledge and skills
- focus professional development to support staff to implement the curriculum on offer even more effectively.

Setting details

Unique reference number	EY544937
Local authority	Essex
Inspection number	10281880
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	56
Number of children on roll	53
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	02037803055
Date of previous inspection	12 November 2019

Information about this early years setting

Bright Horizons Teddies Loughton Nursery And Preschool registered in 2017 and is managed by Bright Horizons Family Solutions Ltd. The nursery operates Monday to Friday, from 7.30am until 6pm, all year round, except for bank holidays and one week at Christmas. There are 22 members of childcare staff, 12 of whom hold relevant early years qualifications at level 3 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector gathered feedback from parents and took their views into consideration.
- The manager and the inspector completed a learning walk and discussed the early years curriculum.
- Staff and children spoke to the inspector at appropriate points throughout the inspection.
- The inspector viewed a range of documentation, including staff suitability documents and accident records.

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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