

Inspection of Bright Horizons Tooting Looking Glass Day Nursery and Preschool

75 Macmillan Way, London SW17 6AT

Inspection date: 7 March 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

Children enjoy their time at the setting. They play together well and have access to a broad range of resources. Children show that they form warm relationships with each other, and staff know them well. Children experience routines from home and use comfort items, such as blankets. This helps them to feel more emotionally secure.

Children are proud of their achievements and show off their drawings to unfamiliar adults. Some children benefit from time with their parents at the start of the day. Pre-school children speak with unfamiliar adults about important people in their lives. They show that they recognise the similarities and differences of those around them. Children use their imagination well. They enjoy pretend play and dressing up. Older toddlers count in sequence as they march around the room. Children's physical skills are promoted well. They show independence as they manage their self-care and serve themselves at mealtimes.

At times, the individual needs of children are not met effectively and activities are not challenging enough. Some children do not receive the support they need to engage well in learning or to develop their communication skills. Despite this, children have opportunities to practise important skills. This helps to prepare them for their next stages in learning and for school.

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

- The recently appointed manager works closely with senior staff members to implement his development plans. For example, children will shortly benefit from additional resources and landscape changes in the outdoor area. The manager seeks feedback to make effective improvements. For example, parents now have increased information about the curriculum.
- At times, there are too few staff to meet the needs of babies and children. On the day of inspection, staff who do not normally work with children are asked to care for them at the start of the day. Key persons are not available to give consistent emotional support to babies and children during busy periods. Staff are not deployed well.
- The manager accurately evaluates the effectiveness of staff and provides sensitive and prompt feedback. Staff receive support to gain recognised qualifications and understand nursery procedures. The manager uses methods, such as peer observations, to help him review staff effectiveness. He helps new room leaders to become more effective in their roles. Although this contributes towards staff professional practice, the quality of education is not yet consistently good.
- Staff do not consider children's learning and development needs well enough.

Less-confident children do not receive the support they need to engage in activities. Staff do not consistently implement targeted teaching, to help close gaps in learning for children with special educational needs and/or disabilities (SEND). Children are sometimes overlooked during activities that lack challenge for the most-able children.

- Staff do not plan or implement activities to support children's communication and language sufficiently well. They do not interact with babies and children effectively. Some children are confident to introduce themselves to unfamiliar adults and speak about what they do. Babies point, use different facial expressions and babble. However, children have limited opportunities to hold back and forth conversations or learn new words.
- Staff support children to behave well. Children show that they enjoy the company of each other, and they acquire positive social skills. Staff encourage children to use good manners and listen to and follow instructions. Children eagerly tidy away before mealtimes, share resources and show respect for each other.
- Staff provide enjoyable sensory opportunities for younger children. Babies splash in water and are intrigued with the feel of sand. Toddlers squeeze, taste and prod the sticky texture of dough that they make. Older children strengthen their hand muscles as they roll and manipulate dough. This helps to prepare them for later writing.
- Parents are generally happy with the service they receive. They appreciate the use of technology to share information, although this is not always timely. Parents report that some children speak to their friends in languages that they share. However, there are few activities that reflect the languages, traditions and backgrounds of some children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete training to update their safeguarding knowledge. They know the procedures to follow if they have concerns that a child is at risk of harm or abuse. The manager works collaboratively with relevant agencies to help keep children safe. Staff understand what to do if concerned about the suitability of a colleague. They implement correct procedures for the safe use of technology. Staff respond appropriately when children become unwell. They keep accurate records of children's attendance, personal care, accidents and medication. Children enjoy nutritious meals that reflect their dietary requirements. The provider has arrangements to check the initial and ongoing suitability of staff. Staff induction procedures are effective.

What does the setting need to do to improve?

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

	Due date
ensure that key persons are deployed to support children's emotional well-being, learning and care effectively	03/04/2023
increase support for teaching, to ensure that staff understand how to plan and implement challenging activities that meet children's individual learning needs, including children with SEND	03/04/2023
improve the curriculum for communication and language, to ensure that children have increased opportunities to hear new vocabulary, develop their speaking skills and interact during adult-led activities.	03/04/2023

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

- broaden opportunities for children to recognise, value and share their languages, traditions and backgrounds
- enhance communication with parents to ensure that they receive information about children's care and learning more consistently.

Setting details

Unique reference number	EY542726
Local authority	Wandsworth
Inspection number	10271554
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	160
Number of children on roll	96
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3067
Date of previous inspection	15 April 2019

Information about this early years setting

Bright Horizons Tooting Looking Glass Day Nursery and Preschool registered in 2017. The nursery is open each weekday from 7.30am to 6.30pm, all year round. The nursery employs 37 members of staff, of whom, 24 hold relevant early years qualifications. Of these, one holds a qualification at level 6, 17 hold a qualification at level 3, and six hold a qualification at level 2.

Information about this inspection

Inspectors

Kareen Jacobs
Jane Morgan

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.
- We carried out this inspection with no notice as a result of a risk assessment, following information we received about the provider.
- The inspectors spoke with staff and parents at appropriate times during the inspection and took account of their views.
- The inspectors observed the interactions between staff and children and assessed the impact of these on children's learning.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager and a senior leader met with the inspectors and discussed leadership and management issues.
- The manager joined one of the inspectors on a learning walk and talked to the inspector about their curriculum and what they want children to learn.

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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