

# Inspection of Brightlands Day Nursery

107 St. Georges Road, Cheltenham, Gloucestershire GL50 3ED

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Inspection date: 5 April 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Babies, toddlers and older children thrive at the nursery. They all make good progress in their development and enjoy their play and learning experiences. They receive a warm welcome from the caring, attentive staff. Children of all ages settle quickly and are happy. They have good relationships with the staff and turn to them for reassuring cuddles, as needed. Children are polite and well behaved. They learn to play cooperatively and wait patiently to take turns, such as during meals and group times. Babies and toddlers explore enthusiastically. They learn to operate activity toys and use their senses to investigate. For example, the textures of wood shavings, sand, shiny balls and plastic eggs fascinate the babies. They discover the eggs can be opened and delight in filling and emptying them. All children develop their agility. Babies crawl at speed and develop their early walking skills with the enthusiastic encouragement of staff. Toddlers and older children have fun in the garden using resources. For example, two- and three-year-olds practise throwing and catching a ball. Older children ably pedal tandem tricycles and transport their friends at speed, showing great control and a lot of laughter as they negotiate the garden space. Children are well prepared for school. They develop their independence and confidence from a young age. They are introduced to letter sounds and recognition. They learn to use scissors competently and to hold pencils correctly. In the summer term, they bring in their physical education kits to practise dressing and undressing. The owners and staff team know every child well. They use their knowledge of children's needs, interests and abilities successfully to tailor the curriculum and to provide the support the children need to develop their skills.

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

- The owners are passionate about providing a high-quality provision. They work tirelessly to foster an environment where every child, parent and member of staff feels supported. They implement effective strategies to monitor practice and the provision. They ensure all staff complete a programme of initial training to prepare them for their roles. Many staff have achieved national vocational qualifications while working at the nursery, and some are now working towards higher levels of qualifications to enhance their skills.
- Staff support children's language development very well. They model the use of language with babies and toddlers, responding to their non-verbal communication and the sounds they make. They spontaneously introduce rhymes and songs to accompany their play. Staff use questioning effectively to encourage older children's language and thinking and introduce new vocabulary. Children chat confidently, sharing their ideas and experiences.
- Staff nurture children's independence very well. Children choose which toys to play with and help to tidy away activities. Two-year-olds wipe their hands and

faces after messy play and mealtimes and are also keen to wipe the tables. Older children put on their coats, pour their drinks and serve themselves at mealtimes.

- Staff use some mathematical language as children play. For example, they talk to babies and toddlers about colours, numbers, shapes and sizes. However, staff in the pre-school group do not make the very best use of some planned activities and opportunities that arise spontaneously to challenge older children's mathematical thinking and problem-solving further. For example, staff do not provide many opportunities for them to learn and name complex shapes, complete simple calculations and build on their counting skills.
- Children develop their early writing skills from a young age. For example, the youngest children make marks in sand and paint. Two-year-olds use paintbrushes with control and delight in using their hands and fingers to create paintings that they proudly show onlookers. Three-year-olds manipulate shaped paper that they stick to create 'Easter chick' pictures. Pre-schoolers at a planned mathematics activity show that they can hold pencils correctly and some can form recognisable numbers. However, staff do not focus their planning to maximise opportunities for children to practise their early writing skills in preparation for school.
- Since the last inspection, the staff team have given greater focus to developing children's learning about technology. Children have regular opportunities to use the nursery computer and programmable toys, such as a crane that can be used to pick up objects.
- Parents spoken to, and those who provided written feedback, all give high praise to the friendly staff and provision. They feel well informed about their children's care, learning and development. They report that staff provide invaluable help to children who have medical needs and those who need extra support. Staff ensure that they tell parents about their children's day and make good use of an online program to foster two-way sharing of information with parents.

## Safeguarding

The arrangements for safeguarding are effective.

The owners ensure that the premises are kept safe and secure. They complete regular risk assessments and have an ongoing programme for the maintenance of the building. Staff supervise children well and teach them about risks and how to stay safe. For example, they tell babies not to put things in their mouths that might make them 'poorly'. They encourage children to consider the welfare of others when using wheeled toys outdoors. All staff complete safeguarding training when they start in their roles, and they update their knowledge through ongoing training. The owners check that staff have good safeguarding awareness through annual questionnaires and regular team discussions. Staff monitor sleeping babies closely to ensure their safety.

## What does the setting need to do to improve?

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

- develop the programme for mathematics to build on children's existing mathematical awareness, so they learn complex shapes and gain greater confidence in completing simple calculations and counting
- focus planning more effectively to maximise opportunities for children to practise their early writing skills in preparation for school.

## Setting details

<b>Unique reference number</b>	101614
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10279889
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	54
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Cupper, Alison May
<b>Registered person unique reference number</b>	RP513029
<b>Telephone number</b>	01242 230938
<b>Date of previous inspection</b>	3 August 2017

## Information about this early years setting

Brightlands Day Nursery is privately owned and registered in 1997. The nursery operates from Monday to Thursday, from 8am to 6pm, and 8am to 5.30pm on Friday, all year round, excluding bank holidays and one week at Christmas. The nursery receives funding for the provision of free early education for children aged two, three and four years. There is a team of 19 staff, including the owner who manages the setting. 15 staff hold qualifications from level 2 to level 6 and four are working towards qualifications.

## Information about this inspection

**Inspector**  
Linda Witts

## 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 owner/manager joined the inspector on a learning walk of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the interactions between staff and the children. They observed the quality of education being provided in each age group and assessed the impact that this was having on children's learning.
- The inspector spoke with the owner/manager and the co-owner about the leadership and management of the setting. The inspector and owner/manager also completed a joint observation of a planned group activity.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector looked at relevant documentation.

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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