

# Inspection of Bright Horizons Quayside Day Nursery and Preschool

Suffolk New College Campus, Back Hamlet Entrance, Ipswich, Suffolk IP4 1LT

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Inspection date: 17 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive enthusiastic about their day and receive a warm welcome from staff. They thrive at the nursery as they are very happy and settled. Children create close relationships with staff, who are caring and attentive to their needs. Children enjoy staff's company and have fun as they chase them outside, laughing as they catch and tickle them. Children behave well. Staff have good strategies to support children to share resources and take turns.

Each room is organised to promote children's independence. Children can help themselves to the resources, as they are placed at low level. Mealtimes are sociable times. Babies are supported to feed themselves. Older children set the table and serve their own food, building on their skills. Children are highly motivated to learn. They have great imagination and use it well in their games. For example, children thoroughly enjoy stacking crates to make a rocket to visit the moon. They have interesting discussions with staff about whether the moon is hot or cold.

Children develop their perseverance as they persist in their chosen tasks, and use their problem-solving skills to work out how to complete them. For example, when children want to create a ramp up to a tyre, they realise that it involves moving heavy planks of wood. They try lots of different ways until they succeed and can walk across it, very pleased with their achievement.

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

- Working closely with the whole family is fundamental to the nursery. Each key person uses their holistic knowledge of the children to successfully plan an engaging curriculum based on children's individual needs and interests. Staff are effective in identifying gaps in children's learning and focus their time to help them make progress.
- Staff use a range of techniques to develop children's communication and language. They engage in thoughtful discussions and help children with their pronunciation of words. They narrate younger children's play and point to objects to help younger children, or those who speak English as an additional language, make connections to learn new words. There are times, however, when staff ask children closed questions. This means that they do not consistently get the opportunity to extend their thinking further, as they use a single word to answer. Staff instill a passion for stories, and as a result, children really enjoy the repetition of re-reading the same story.
- Staff know that children are captivated when they explore and experiment. Therefore, they really consider children's sensory development when resourcing the rooms. The babies love to play in the sand and toddlers explore the smell of

herbs and lemon in water. Older children enjoy playing in the mud kitchen, fascinated when they find a worm. They love to create potions using soil, sand and soap, mixing them and watching them bubble. They invent stories and pretend the volcano will erupt.

- Staff thoughtfully plan how to develop children's physical skills. The outdoors is well equipped with opportunities to explore the woods. Babies are encouraged to cruise around the furniture strengthening their muscles in their legs and arms. Older children use scissors and other objects to develop their hand muscles in readiness for writing.
- Staff introduce children to their giant African land snails. They teach the children how to look after them, consequently children handle them carefully. Staff teach children how to be safe. They talk to them and help them to assess risks. As a result, children take small risks and manage them well. For example, they like to climb and balance on the small wall and enjoy running down the sloped garden.
- Nursery managers meet with other managers to share experiences and learn from each other. This is especially important to reflect on their practice and focus on areas to improve. They have good links with other professionals, which enables them to seek additional support for children if needed. Staff are encouraged to attend a wide range of training to develop their interests and passions. Staff well-being is given the utmost priority within the larger organisation, with many services offered, so that staff feel well supported and happy.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are vigilant in safeguarding children. All staff complete safeguarding training, which helps them to keep their knowledge up to date. Staff are confident in recognising signs of abuse and understand the process to make a referral. Contact details for different agencies are readily displayed around the setting. In addition, each room has cards on a key ring, which act as a reminder with useful information and telephone numbers. Staff are clear on whistle-blowing procedures and know who to report their concerns to. There are robust recruitment procedures in place to ensure that staff remain suitable to work with children.

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

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

- improve staff's use of questions so that they consistently develop children's language and critical thinking.

## Setting details

<b>Unique reference number</b>	EY350193
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10279780
<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>	90
<b>Number of children on roll</b>	104
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01473 350459
<b>Date of previous inspection</b>	7 September 2017

## Information about this early years setting

Bright Horizons Quayside Day Nursery and Preschool registered in 2007. It is managed by Bright Horizons Family Solutions Limited. The nursery employs 19 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above, including one with a level 6 qualification. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emily Holt

## 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 setting.
- The provider and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children during the inspection.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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