

Inspection of Bright Horizons Fulham Day Nursery and Preschool

16 Lettice Street, London SW6 4EH

Inspection date: 3 May 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Leaders have made some improvements since the last inspection so that children are safe at this nursery. For example, they have carefully considered and adapted the physical layout of the nursery so that this does not pose any risks to children. However, there are still inconsistencies, which means that children do not yet receive a consistently good quality of care and teaching.

Children in some rooms understand the routines of the nursery well. For example, babies respond well to well embedded routines for nappy changing, sleep time and mealtimes. This helps babies to feel settled and secure at nursery. However, in other rooms, children do not always have a clear understanding of the routines. For example, children do not always understand when to transition from play to meal times clearly enough. Some children continue playing, despite being asked to tidy up. At these times, transitions can feel slightly confusing for the children.

Some children develop their independent skills well. For example, pre-school children carefully serve their own food and then carry their trays to tidy them away after they finish eating. However, other children do not yet develop their independence enough. For example, at times staff wipe children's hands for them instead of encouraging them to do this for themselves. Developing independent skills such as these helps children to prepare for the next stage of their learning journey and can build children's self esteem.

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

- Leaders understand what children of each age and stage of development should achieve in the curriculum for communication and language development. However, they do not ensure that staff implement this curriculum consistently. Where practice is stronger, staff narrate effectively as children play. For example, staff name vegetables and discuss their smells as children smell them. This supports children to associate their experiences with new language. However, at other times, staff ask children too many questions and speak too fast. This does not allow children time to process their thoughts and formulate language. This means that the progress that children make in their communication and language development is variable.
- Some staff use nursery rhymes well to support children's learning, particularly for babies and younger toddlers. However, this is not implemented consistently for all ages and some children do not hear enough stories or songs. This is an important way of teaching children new vocabulary and a love of books, and impacts on the progress that children make in their language development.
- Staff carefully consider how to support children in their physical development. Children strengthen the muscles in their hands and develop their hand-eye

coordination. For example, they squeeze pipettes of water, make marks with paint or pens, knead play dough and dig in the soil to plant seeds. Children develop their agility, flexibility and balance through activities, such as balancing along beams, rolling or kicking balls and jumping along a track. These opportunities help children to make good progress in their physical development.

- Some staff do not support children to care for their nursery environment. For example, on occasion, children drop sand or toys on the floor and staff do not ensure this is cleared up in a timely manner. At these times, children do not develop a sense of pride in looking after their nursery environment.
- Leaders are passionate about supporting children with special educational needs and/or disabilities. They identify children who may need extra support to access the curriculum early and then work with parents to put strategies in place to support these children. Leaders make referrals to specialist professionals where necessary. This means that these children receive the support they need in a timely manner.
- Staff support children who speak English as an additional language. They are aware of the home language which children speak at home and use keywords from each child's home language. This helps children to develop their communication skills in English and their home language, as well as building their sense of pride in the languages which they speak.
- Leaders ensure that staff receive regular professional development opportunities, such as online training. However, they do not yet successfully identify weaker practice and offer effective targeted support to help staff to improve. This means that the quality of teaching is inconsistent throughout the nursery.
- Staff keep parents updated on what their child is doing whilst at nursery through effective use of an app and verbal feedback by staff. Leaders provide regular opportunities for parents to share their views with them. This helps to build effective parent partnerships.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure their safeguarding knowledge is kept up to date. Important safeguarding information is clearly displayed in the setting for staff to access if necessary. Staff participate in regular quizzes to ensure their safeguarding knowledge is up to date. Leaders have a good understanding of safeguarding procedures and know where to go for further support if necessary. Leaders use effective systems to recruit staff and to ensure their ongoing suitability.

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 staff deliver the curriculum for communication and language to a consistently high standard	31/05/2023
ensure that leaders consistently identify weaker practice and offer effective targeted support to help staff to improve.	31/05/2023

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

- support children to develop their independent skills consistently
- support children to care for their nursery environment.

Setting details

Unique reference number	EY152041
Local authority	Hammersmith & Fulham
Inspection number	10275202
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	137
Number of children on roll	38
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3906 6549
Date of previous inspection	18 November 2022

Information about this early years setting

Bright Horizons Fulham Day Nursery and Preschool registered in 2002. It operates in the London Borough of Hammersmith and Fulham. The nursery is open each weekday from 7am until 7pm, for 50 weeks a year. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 15 members of staff who work with the children. Of these, 13 staff hold relevant qualifications at level 2 or above.

Information about this inspection

Inspectors

Jenny Gordon

Anne-Marie Giffits-Walker

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk together and discussed the curriculum.
- An inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspectors about what they enjoy doing within the setting.
- The inspectors observed the interactions between staff and children.
- The inspectors had discussions with staff and parents and took account of their views .
- The inspectors held discussions with leaders about nursery practices and procedures.

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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