

Inspection of Bright Horizons Tunbridge Wells Day Nursery and Preschool

Newcomen Road, Tunbridge Wells TN4 9PA

Inspection date: 4 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children and their families are greeted warmly by staff when they arrive. They proudly show off their red, white and blue clothes they are wearing to celebrate the coronation. Staff smile and talk to children about what they have chosen to wear and why they are celebrating the special day. Staff plan interesting and motivating activities for children to engage in. Children enjoy exploring a range of coronation-themed activities, such as coloured rice and making their own crowns. Staff are good role models. They praise children and offer cuddles and comfort. Children's emotional well-being is well supported. Staff are kind and caring in their approach.

Children benefit from a well-planned and structured curriculum, which meets their needs. Activities are based on children's interests and next steps. Staff know their children well. Staff have prioritised developing children's communication and language skills following the COVID-19 pandemic. They encourage children to learn sign language to help them communicate. They frequently sing rhymes, and children enjoy joining in with the actions. Babies become engrossed in exploring puppets and props linked to favourite books and songs. Older children demonstrate positive attitudes towards each other. They invite their friends to play with them and share their toys.

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

- Leaders and managers have a strong shared vision for the setting. They are proactive and positive in their approach. They seek effective support from the wider organisation and external partners, such as the local authority, to support positive developments in practice and provision. They correctly identify challenges and put in place swift action to ensure continuity for children and families.
- Children with special educational needs and/or disabilities are well supported. Staff are well trained, and they access further support from nearby linked settings to enhance their knowledge and skills. Children are provided with one-to-one support where needs are identified, and they make good progress.
- Parents speak highly of the recent changes and new manager. They say that their children have made good progress and that their children are happy. They talk of staff nurturing their children and the positive vibes of the setting. They appreciate the regular communication that they receive about their children's progress.
- Staff talk highly of the support they receive for their well-being, and they comment positively on the open and honest culture. They say they like working together and talk highly of the management team. They say they are offered a range of training opportunities to develop their skills.

- Children are encouraged to keep themselves healthy and safe. Children talk about what their health and safety mascot would do when playing together, such as washing their hands and faces before eating. They benefit from a wide range of healthy and nutritious meals and snacks. Older children enjoy spreading different toppings on their snacks and scraping their plates. However, opportunities for younger children to do things for themselves are inconsistent. This means younger children do not always benefit from these opportunities.
- Children benefit from a wide range of opportunities to develop their knowledge. For example, they enjoy exploring bubbles and funnels in a water tray with adults, using language such as 'half full' and 'half empty' to extend their mathematical understanding. Adults are calm and patient in their approach. They use questioning well to support children's thinking.
- Leaders and managers use funding well to develop their outdoor space and promote more varied opportunities to support children's physical and social skills. Children now increasingly enjoy playing outdoors, excitedly experimenting as they play with water and riding on the bicycles.
- Children behave well. They demonstrate positive attitudes to their learning. They enjoy dressing up as kings and queens and talk excitedly about their celebrations for the coronation. They work together, building castles and taking turns on the bicycles outside. Babies interact positively with each other, holding out toys to each other.

Safeguarding

The arrangements for safeguarding are effective.

Staff confidently share their knowledge of signs and symptoms of abuse. They know where to go to access information, advice and support. They can talk about the processes they would follow if they have concerns about colleagues or if an allegation is made against them. Leaders and managers have effective and robust policies and processes in place for recruitment, vetting and checking ongoing suitability of staff. They take their responsibilities towards children and staff seriously. Staff encourage children to keep themselves safe. They have effective procedures in place for children with allergies or medical conditions. The setting is safe and secure.

What does the setting need to do to improve?

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

- support staff practice and help them to understand how to consistently encourage younger children to complete tasks of which they are capable themselves.

Setting details

Unique reference number	EY492669
Local authority	Kent
Inspection number	10287267
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	79
Number of children on roll	78
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01892 574951
Date of previous inspection	5 October 2017

Information about this early years setting

Bright Horizons Tunbridge Wells Day Nursery and Preschool registered in 2015. It is located in Tunbridge Wells, Kent. The nursery is open Monday to Friday, from 8am to 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 20 members of staff, 10 of whom hold relevant early years qualifications at level 2 or above, including one member of staff who holds a qualification at level 6.

Information about this inspection

Inspector

Victoria Salisbury

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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