

Inspection of Bright Horizons Richmond Day Nursery And Preschool

359 Lower Richmond Road, Richmond TW9 4NZ

Inspection date: 10 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 Good

What is it like to attend this early years setting?

The provision is good

Children arrive at this nursery happy to begin their day of learning and play. Staff greet the children and parents warmly. After a short time, children have a group music session to warm their bodies up by jumping, hopping and singing to the songs. This helps to release some energy and settle children for the morning of learning. Babies enjoy exploring textures such as sand and soil. They squeal in delight as they pour the sand and feel the grains run through their fingers. Older children listen as staff share a learning activity about animals in the jungle. Staff talk about the habitat and what the animals eat as children listen and ask lots of questions. They later move to the creative table and use pencils, using the pincer grip, to draw the animals that they have learned about. They excitedly share their artwork with staff and their friends.

Children behave well in this nursery and understand the routines well. Independence is supported; for example, babies and young children begin to fetch their coats ready for outside play and ask for support to 'button up' to stay warm. Older children wash their hands independently before mealtimes and serve themselves food. This prepares children for school.

The manager is working hard to create an effective learning environment with staff who understand each child's needs. Children have access to a good-quality curriculum and develop good communication and language skills. All children, including those with special educational needs and/or disabilities, are planned for effectively based around their interests and engagement. This helps children to develop a good attitude to learning.

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

- The manager is working hard to improve practice through evaluations and staff engagement. She ensures that staff have regular supervision sessions so their key children can be discussed and issues resolved in a timely manner. Professional development is important in this nursery for building confidence and ensuring that the workforce is skilled.
- The manager and staff develop a curriculum that is individualised for each child's learning. Children are assessed regularly and planned for so that they reach their full potential.
- Staff support children's communication and language skills well in the nursery. For example, as children play in the role-play area, they talk with enthusiasm about the fruit and vegetables in their shop. Staff introduce adjectives to describe the items in more detail, such as 'juicy' and 'spicy'. Children repeat back the words and find other alternative fruits and vegetables, using the adjectives effectively.

- Children enjoy outdoor play, which supports their gross motor skills development. For example, children enjoy peddling on tricycles or jumping up and down to catch bubbles. In addition, children explore the mud kitchen and use their imagination to create new recipes.
- Children learn about mathematics in the nursery through numbers, counting, matching and comparisons. For example, older children play a matching activity by counting bears into a tray and linking them to the corresponding number. Staff support them to help them understand the concept and embed the learning.
- Children learn about their community. They learn about difference, acceptance and tolerance, giving them a sense of identity and learning about what makes them unique. For example, children recently celebrated the King's coronation with a tea party and wrote a letter to the King.
- Before lunchtime, children in all rooms practice yoga, which is adapted according to each room. For example, babies and young children are beginning to listen to the story and follow the instruction to touch their noses and toes. They are beginning to follow the breathing techniques, which creates a calmness before their midday meal.
- Children learn about good nutrition by having well-balanced meals and snacks. Dietary requirements are considered, which promotes children's understanding about healthy lifestyles.
- Parents speak highly of this nursery and appreciate the regular feedback they receive from their child's key person and the manager. Parents share information about their child. This gives staff a good understanding of any barriers that may impact the day of learning.
- Each room has a range of books for children to explore and read. However, at times, staff do not consistently provide children with spontaneous reading opportunities for those who show an interest in literacy, to strengthen their skills even further.
- Some younger children find it difficult to share and take turns. However, staff do not always explain to them why it is important to learn this skill, and it is not always encouraged, to help children develop a deeper understanding.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that safeguarding in this nursery is effective. Staff attend regular training and recognise the signs and symptoms of abuse. This keeps children safe from harm. Where necessary, staff know the procedures for reporting concerns. If an allegation is made against a staff member, they know who to contact within the local authority. Staff have a good understanding of female genital mutilation and extremist views linked to the 'Prevent' duty. The manager ensures that safer recruitment procedures are followed, and ongoing suitability checks are in place so that staff remain suitable to work with children. This keeps children protected.

What does the setting need to do to improve?

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

- plan the curriculum even more effectively to ensure all children have opportunities to develop a love of literacy through books and storytelling
- ensure younger children are given opportunities to learn to take turns and share, so they begin to understand the importance of this skill.

Setting details

Unique reference number	EY541946
Local authority	Richmond Upon Thames
Inspection number	10287812
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	93
Number of children on roll	47
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3043
Date of previous inspection	26 January 2018

Information about this early years setting

Bright Horizons Richmond Day Nursery and Preschool is located in Richmond, in the London Borough of Richmond. It registered in 2012 and is open each weekday from 7.30am to 6.30pm, all year round, except on public bank holidays. There are 15 early years staff, including the manager, eight of whom hold appropriate early years qualifications. Of these, one member of staff has a degree in early years, six hold qualifications at level 3 and one staff member holds a qualification at level 2. The nursery provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector
Jacqueline Halpin

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 manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and discussed the curriculum.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector observed interactions between staff and the children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector looked at relevant documentation relating to public liability insurance, staff suitability and paediatric first aid.
- The inspector held discussions with the manager and leaders about nursery practice 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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