

Inspection of Bright Horizons New Church Road, Hove Day Nursery and Preschool

54 New Church Road, Hove BN3 4FL

Inspection date: 16 May 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised. Not all staff have a secure knowledge of child protection issues or how to report concerns in line with local procedures. Furthermore, weaknesses in risk assessment have not been identified.

Staff are not clear how to plan and implement an appropriate curriculum. Opportunities to support children's learning and development are not consistently well planned for and do not meet the needs of all children who attend. Children's play spaces lack inspiration and do not reflect broad and balanced educational programmes to ignite children's interest. As a result, there are times when children struggle to maintain attention and lose interest. Learning that does take place is often incidental rather than purposeful.

Despite this, children arrive happy and ready to join in morning circle times and planned activities. For instance, older children contribute to group story times, where they share their ideas about their focus book 'The Highway Rat'. Children create their own hobby horses linked to the story. This provides opportunities for them to think about how they want to make their horse and carry out their ideas.

Very young children are exposed to experiences that are pitched too high for their age and stage of development. For example, stories that are read to children are far too advanced for them and they lose interest and start to wander off. Often resources are put out for children to play with, but there are no real intentions considered to help them make progress in their learning and development. The key-person system is not effective. At times, new children become tearful and unsettled. Children's key persons do not consider their needs consistently to ensure they are on hand to offer reassurance. There are times when children receive support from staff who do not know them instead of their key person.

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

- Managers do not evaluate accurately the quality of provision on offer to children and families. Despite having many processes in place for oversight and governance, these are not effective. As a result, there are weaknesses at this nursery. For example, the quality of education is inconsistent. Staff do not have a clear understanding of how to meet the needs of their key children. This is because they lack knowledge about what children need to learn and why. Staff decide what activities to provide before thinking about the skills and knowledge they want children to gain to help them make progress. Nevertheless, senior directors recognise they are on a continuous journey with the staff team because there has been a significant amount of change that is yet to be fully embedded.

- Managers do not ensure working documents are kept up to date to reflect all staff vetting details accurately, including information from Disclosure and Barring Service (DBS) checks. This does not provide assurance that individuals are suitable to work with children and their families.
- Staff supervision arrangements are not effective. Staff do not have precise plans in place to address their individual professional development needs. Some staff are unclear about what they need to work on so their knowledge and skills can build over time. Consequently, staff do not consistently receive the coaching and support to help them understand their roles and responsibilities to meet the needs of children.
- Leaders do not ensure that all children with gaps in learning or possible special educational needs and/or disabilities have their needs met. Some children's plans for their learning and development do not reflect targeted intervention and actions required to help them reach their highest potential.
- Some staff do not carefully consider how to meet the individual needs of children who are bilingual or who speak English as an additional language. This does not help children to be able to communicate effectively and express their wants and needs. Furthermore, some staff have not considered how to support children's own cultural heritage and uniqueness.
- Children receive care that meets their personal needs. However, staff do not build in regular opportunities for children to practise their independence skills and make their own choices, despite this being one of the priorities for children. For example, during circle times, very able children have drinks poured for them and meals are pre-served. Some children become restless as they wait for long periods as one member of staff serves one plate at a time for the whole group.
- On the whole, children develop good friendships with their peers. However, older children are often disengaged. They spend time wandering and only settle after some time to play with the limited resources available. This is because the environment is sparse with no planned activities. This does not support children to achieve their highest outcomes or prepare them ready for their next stages of learning.
- The views of parents are variable. Some parents speak highly of the provider and the staff, commenting that they receive good levels of communication and support. However, some parents raise weaknesses, including poor communication and concerns that have not been acted upon by managers.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders provide training for all staff to help them understand their responsibilities in how to safeguard children. However, monitoring is not effective enough. Leaders do not check that staff fully understand how to identify indicators of abuse in a variety of different contexts and report concerns externally if they should need to. As a result, not all staff have secure knowledge of child protection issues. They are not clear about who they can report concerns to in line with local procedures. Furthermore, some staff do not know who to refer to if they were concerned about

the conduct of an adult working with children. Staff do not assess risks accurately or recognise decisions that put children's safety at risk. For example, they ask children to complete tasks such as going inside to collect items from the nursery fridge. This means children are unsupervised inside the building and cannot be seen or heard by the staff responsible for them, who are outdoors. These breaches in requirement mean children's safety is not assured.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure there is effective oversight and monitoring so that leaders are fully aware of the effectiveness of safeguarding training and address any gaps in staff's child protection knowledge swiftly	02/06/2023
take action to ensure staff have secure, up-to-date knowledge of safeguarding issues and know how to refer any child protection concern appropriately, in line with local safeguarding partnership arrangements	02/06/2023
ensure DBS records remain accurate to reflect that all staff have been suitably vetted to have access to children and families	02/06/2023
ensure there is effective staff supervision that accurately identifies individual professional development needs and any action needed to help them understand their roles and responsibilities	02/06/2023
implement an effective key-person approach consistently to ensure all children receive specific support to meet their individual needs	02/06/2023

review risk assessment processes to effectively minimise risks and hazards to children's health and safety	02/06/2023
take steps to ensure all children with possible special educational needs and/or disabilities have intervention plans in place to precisely identify strategies that provide support to meet their individual needs.	02/06/2023

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff receive coaching and support to understand the educational programmes of the early years foundation stage so they know what children need to learn	24/07/2023
ensure all staff understand how to plan and deliver a well-sequenced, appropriate curriculum so that it precisely meets the individual needs and development stages of each child who attends	24/07/2023
strengthen teaching practice to implement broad and balanced purposeful activities through an enabling environment tailored to help children make connections in their learning	24/07/2023
ensure that effective arrangements are in place to support children who are bilingual or speak English as an additional language so communication barriers are overcome with a curriculum designed to help them learn about their cultural heritage and uniqueness	24/07/2023
develop opportunities within the routine to help support children's independence skills.	24/07/2023

Setting details

Unique reference number	EY494567
Local authority	Brighton and Hove
Inspection number	10290199
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	85
Number of children on roll	71
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01273 090688
Date of previous inspection	22 October 2018

Information about this early years setting

Bright Horizons New Church Road, Hove Day Nursery and Preschool is based in Hove, East Sussex. The nursery initially registered in 2015 and was taken over as part of an acquisition by Bright Horizon Family Solutions Limited. It is open from 8am to 6pm, Monday to Friday, all year round, excluding bank holidays. The nursery is in receipt of funding for free early education sessions for children aged two, three and four years. There are 16 staff, 11 of whom have appropriate qualifications.

Information about this inspection

Inspectors

Sherrie Nyss
Natalie Moir

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have 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 inspectors went on a learning walk with the manager to establish the priorities for the curriculum.
- The inspectors observed the quality of education during activities and daily routines to assess the impact this has on children's learning.
- The inspectors spoke with staff and children at suitable times throughout the inspection.
- A joint observation was completed and discussed with the manager.
- The inspectors tracked children to establish what it is like for a child at the nursery.
- The inspectors held a discussion with leaders and the manager in relation to the leadership and management of the nursery.
- The inspectors looked at relevant documentation, such as evidence of DBS checks, first-aid certificates and staff personnel files.

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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