

Inspection of Bright Horizons Bank Street Day Nursery And Preschool

50 Bank Street, London E14 5NS

Inspection date:

18 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Most children at this nursery settle well into the provision. They are greeted warmly at the start of the day by a member of staff. They hang up their coats and join their friends. Children understand the daily routine and this supports most children to know what is happening next and helps them prepare. However, staff do not plan and implement the curriculum well enough for some children to fully support their learning. For example, there are times during the day when one activity is finished and there is nothing for children to do until the next activity starts, such as between breakfast and story time. At these times, some children engage in unacceptable behaviour, for example, throwing cushions and running around.

Children enjoy daily trips to amenities in the local area. Older children have opportunities to extend their physical skills in local parks and playgrounds. Younger children are taken out in pushchairs to see the ducks and engage with nature. All children wear bright jackets and learn about crossing the road safely and staying together. Staff and children enjoy these trips and they eagerly get their coats when it is time to leave. They return to the setting, cheerful and full of chatter about what they have seen. This helps children learn about the local area and the wider community outside the nursery.

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

- Staff are not always clear about how the activities and experiences they plan support what they want children to learn. Staff do not support children well enough to learn how to manage their own behaviour and interactions with others. There are times when children squabble over resources and do not get the support they need to develop sharing, turn-taking and negotiation skills. At times, children get upset and are unhappy and they struggle to engage positively with their learning.
- Staff sit alongside children as they play and talk to them about what they are doing. However, staff do not always ask questions that require more than a one-word answer. They miss opportunities to develop children's thinking skills when they do not give children enough time to respond. Staff quickly fill in the silences creating one-sided conversations. This means, at times, children do not have time to process their thoughts, converse with one another and become confident communicators.
- Senior staff working with the youngest children are extremely enthusiastic about their roles and lead their teams well in delivering the curriculum. Babies benefit from experiences that help them develop their early mobility. Staff understand, for example, how regular tummy time supports core strength. They provide indoor physical activities, such as yoga, to boost physical confidence when babies start to walk.

- Children thoroughly enjoy the high-quality food freshly prepared for them every day. They wash their hands and eagerly sit at the table to enjoy healthy meals, snacks and fruit throughout the day. Staff are knowledgeable about infant formula preparation, breast milk storage and weaning. Staff fully understand the robust procedures in place to manage food allergies, intolerances and preferences. Healthy eating and good hygiene routines help promote children's well-being.
- The manager has identified weaknesses in the provision and has taken some steps to make improvements. Some staff lack a robust understanding of how children learn. On occasion, staff prevent children from following their interests. For example, during a creative activity, staff prevent some children from revisiting and repeating a painting activity. This means that children are not always developing problem-solving skills and a can-do attitude to learning. Staff are not offered enough effective support and coaching to drive rapid improvement across the whole provision. As a result, the quality of teaching and outcomes for children are inconsistent.
- Parents receive daily updates, regular written reports and termly face-to-face meetings to discuss their children's progress. Parents comment that staff have offered flexibility during changing life circumstances. They appreciate support with developmental stages, such as toilet training, or with concerns about development. Effective communication with parents helps provide continuity in care for children and reassurance for parents.

Safeguarding

The arrangements for safeguarding are effective.

The manager and the staff team have a sound understanding of safeguarding and child protection practices. They are alert to the potential signs of abuse or neglect. They know the action that they should take to help keep children safe. Staff are aware of the nursery's whistle-blowing procedures and how to report concerns about a colleague. The manager uses safer recruitment practices, which means that children are cared for by suitable adults. Staff carry out regular risk assessments to ensure that the nursery is secure and remains safe for children to play.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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<p>plan and implement the curriculum more effectively to consistently support all children to follow their interests and develop their skills across all areas of learning</p>	<p>30/06/2023</p>
<p>support children to learn to manage their feelings in order to help them negotiate with their peers and understand the impact of their behaviour on others.</p>	<p>30/06/2023</p>

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

- improve practitioner knowledge and understanding of how to build children's vocabulary, engage them with stories and help them become confident communicators.

Setting details

Unique reference number	EY548180
Local authority	Tower Hamlets
Inspection number	10290721
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	64
Number of children on roll	46
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3319 3503
Date of previous inspection	7 February 2019

Information about this early years setting

Bright Horizons Bank Street Day Nursery and Preschool registered in 2017 in the London Borough of Tower Hamlets. The nursery is based in the Northern Trust building in Canary Wharf. The nursery offers care from 7.30am to 6.30pm, Monday to Friday, all year round. There are 19 members of staff. Of these, 14 hold appropriate childcare qualifications; three at level 6, nine at level 3 and three at level 2. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Trina Lynskey

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and the inspector carried out joint observations of staff practice and discussed their findings.
- The inspector took account of views shared by parents.
- The leadership team shared information and documentation to demonstrate how the nursery is managed.

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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