

# Inspection of Bright Horizons Elizabeth Terrace Day Nursery and Preschool

18-22 Elizabeth Terrace, Eltham, London SE9 5DR

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Inspection date: 8 June 2023

**Overall effectiveness** **Good**

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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 happy and receive a warm welcome. They develop secure, trusting relationships with their key persons. Parents are provided time to settle their child for the day. They leave feeling extremely confident that their children are safe and cared for. Staff have high expectations of children. Children engage in exciting experiences. Toddlers explore dinosaurs in hay, while babies enjoy the sensory experience of brightly coloured foam. Equipment is strategically placed to encourage babies' curiosity and physical skills. Older children make play dough. They enthusiastically follow the instructions and are proud of their end product. Children's voices are valued. They form a weekly committee to make decisions on their learning. They vote for activities and stories.

Children listen carefully as they are reminded of rules when lining up for the garden. Older children find their water bottles and sun hats. Toddlers hold the hands of practitioners. They are aware of the expectations as they leave the setting and cross the path. Practitioners ensure that gates are closed to keep children safe. Planks resting on crates provide opportunities for older children to balance. They climb real ladders. Younger children use the climbing frame. They look at cut flowers and grow their own. These experiences support their cultural capital.

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

- Senior leaders are enthusiastic and promote an inclusive setting. Frequent supervisions consider staff's well-being. They set clear targets to develop their practice. The provider creates a working environment that makes staff feel valued. Staff regularly complete training to continually develop their knowledge. Leaders observe staff at work to assess the impact of this.
- Parents speak highly of the nursery. They comment on children's secure attachments with key persons. Children who speak English as an additional language are well supported. Parents note the efforts leaders and staff make to keep them informed. They receive beneficial ideas to support learning at home. For example, they receive home learning bags with books and props. Children can sign out resources they enjoy playing with, to continue their play at home. The provider holds various events that create a community feel. Parents appreciate this contact and how it benefits families.
- Practitioners act swiftly to identify needs. The provider works closely with parents to complete referrals. They draw on professionals for assistance. Opportunities to access funding is successfully achieved. The environment is thoughtfully adapted, such as using soft furnishings to dampen noise. Individual plans create a curriculum with purposeful learning opportunities. This enables children with special educational needs and/or disabilities (SEND) to reach the best outcomes.

- Leaders are passionate about providing an ambitious curriculum. Children's development is regularly assessed. Activities provide children with meaningful learning. For example, babies explore photos of their families. Toddlers investigate herbs they have grown. Older children count their friends in the line. Leaders are keen to develop children's communication skills. Practitioners use sign language to support babies. Older children are keen to answer questions on stories. However, not all practitioners take the opportunity to extend children's vocabulary.
- Practitioners keenly promote independence. Children instinctively wash their hands before meals. Babies are supported to wipe their hands. Older children find their place names and serve themselves lunch. They clear their plates. Babies hold spoons. They are encouraged to 'have a go' at feeding themselves. Toddlers pour their drinks. Tissue stations encourage children to wipe their noses.
- Leaders reflect on their practice. They have implemented rolling mealtimes. Children can choose when to eat during set periods. Babies sleep when they are tired. This allows them to follow their own routines. Children enjoy freshly cooked lunches. There are numerous opportunities for physical exercise. However, practitioners do not seize the chance to promote the purpose of exercise or discuss the benefit of healthy food choices.
- Children demonstrate positive behaviour. They listen to practitioners and follow clear instructions. At mealtimes, plates are colour coded to avoid cross-contamination for allergies and dietary requirements. Older children have developed an understanding of the system. This develops their own risk management.

## **Safeguarding**

The arrangements for safeguarding are effective.

Robust procedures are in place for safer recruitment. New staff follow an induction process. They complete regular safeguarding training. Staff are vetted thoroughly in line with requirements. The provider has a strong culture of safeguarding. Clear strategies are in place to identify risks to children. Staff understand their responsibility to keep children safe and know the signs and symptoms to look for. They know the procedures to take should they have concerns for the welfare of a child or actions of an adult. Leaders have rigorous risk assessments in place. For example, gates have been put in place to provide a secure walkway to the garden.

## **What does the setting need to do to improve?**

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

- provide consistent messages to develop children's understanding of healthy lifestyles and how food, exercise and rest form part of this

- build on staff's knowledge to promote language development and understanding, enabling all children to become skilled communicators.

## Setting details

<b>Unique reference number</b>	EY263363
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10289220
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3906 6561
<b>Date of previous inspection</b>	16 November 2017

## Information about this early years setting

Elizabeth Terrace Pre-School & Day Nursery registered in 2003. It operates in Eltham, in the Royal Borough of Greenwich. The nursery opens from 7am to 6.30pm. The nursery is in receipt of funding to provide free early education for children aged three and four years. The provider employs 15 members of staff, 14 of whom work directly with the children. Of these, 11 staff hold qualifications at level 3 or above.

## Information about this inspection

### Inspector

Karen Wells

## 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.
- A learning walk was conducted by the manager and inspector, where they discussed the curriculum and the learning environment.
- The inspector observed the quality of education and the effectiveness of planning and assessment.
- The special educational needs coordinator spoke with the inspector about strategies that are in place to support children with SEND.
- A joint observation was carried out by the inspector and manager, and the findings were discussed.
- The inspector gathered views of parents through discussion and written comments and took these into account.
- The inspector looked at relevant documents to check staffs suitability.

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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