

# Inspection of Bright Horizons Cheshunt Day Nursery and Preschool

The Grange, 97 Crossbrook Street, Cheshunt, Waltham Cross EN8 8LY

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Inspection date: 14 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 Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive excited and ready to start their day. Children thrive in this nurturing and caring nursery. Children approach activities with enthusiasm and are eager to learn. Babies investigate playing with bubbles. They stretch for the bubbles and laugh as they pop on their hands. Older children make their own play dough. They write the recipe and carefully measure out the ingredients. Children respectfully wait for their turn to add their part of the recipe and take turns in mixing the mixture. Children are developing their vocabulary and language. Children look at images through magnifying glasses. They describe what they see and attempt to paint it. They are developing skills that they need for future learning.

Children are confident and proud of their achievements. They are eager to help when they are selected to be the teacher's helper at lunchtime. They listen to the instructions that they have been given and carefully lay the table for their friends. Children follow good hygiene procedures. They wash their hands after playing outside and before they have snack and lunch.

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

- Staff promote children's emotional development and self-esteem. For example, children learn about feelings and emotions. They read a book about a 'worry monster' and discuss how they feel. Children who are leaving to go to school are supported with photos of their new school and their teachers. Staff are supporting children's transition to the next stage of learning.
- Staff provide a sequenced curriculum that builds on what children know and can do. Staff know the children well and how to move them on in their learning. This results in children making good progress. For example, children are learning about different types of artists, such as Georgia O'Keeffe. Children carefully look at photos of flowers and discuss and describe what they see. They paint their pictures and mix colours, discussing with their peers and staff the new colours they are creating. However, there are occasions when the room is too noisy for children to hear the instructions or purpose of the activity. This results in children losing concentration and becoming distracted.
- Staff support children's physical development. For example, young children are encouraged to reach for toys and activities. Staff support children who are learning to walk. They help them to learn to stand, which develops their core strength.
- Children are learning to be independent. They select their own activities and play independently. Children are encouraged to help at lunchtime. They set the table and serve their own lunch. However, there are times when children wait too long. For example, they go and choose their lunch one at a time. This is a lengthy process, and some children become bored and display unwanted

behaviour.

- Staff promote children's language and communication. Staff sing familiar songs and rhymes. Children join in and follow the actions. Staff listen intently to children and sensitivity repeat back sentences so that children hear the correct pronunciation.
- Leaders provide a welcoming environment. Children plant and grow their own herbs. They are learning about sustainability and the environment. For example, children work to save the toy sea animals and fish from the foreign object in the water. Children are learning about life cycles and the world around them.
- Leaders have robust systems in place to monitor staff practice, and they hold regular supervision meetings. Staff report that they feel part of the team and are well supported. Staff attend regular training and state that they feel valued.
- Leaders and staff develop good partnerships with parents. Parents say they would highly recommend the nursery and that their child is making good progress. Parents are kept fully informed of their child's progress and any changes within the nursery.
- Leaders and staff work hard to ensure that the nursery is fully inclusive. Children with special educational needs and/or disabilities (SEND) receive timely interventions. Leaders and staff are knowledgeable and skilled in the identification of children with SEND and promptly implement strategies to support them. They work closely with external professionals. This results in the most vulnerable children making good progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of safeguarding and how to keep children safe. They are aware of the signs and symptoms of abuse and the local risks in their community. Leaders follow robust recruitment procedures. They ensure that all staff have a thorough induction, so they are clear about their role and responsibilities. Staff are clear about how to report any concerns or allegations about a colleague. Staff attend regular meetings, which help to support their knowledge about safeguarding and ensure that it is up to date. Leaders carry out regular risk assessments to minimise risks and maintain the children's safety.

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

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

- plan the environment and activities effectively so that children are consistently able to concentrate and follow instructions
- minimise waiting times for children during daily routines to promote even more positive behaviour.

## Setting details

<b>Unique reference number</b>	EY471019
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10289539
<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>	77
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01992 667671
<b>Date of previous inspection</b>	28 November 2017

## Information about this early years setting

Bright Horizons Cheshunt Day Nursery and Preschool registered in 2014. The nursery employs 36 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Hilda Miller

## 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 leaders and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff and children spoke to the inspector during the inspection.
- The inspector and the manager carried out a joint observation of an activity.
- Parents shared their views of the nursery with the inspector.

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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