

# Inspection of Bright Horizons Bury St Edmunds Day Nursery and Preschool

Tassel Road, Bury St Edmunds, Suffolk IP32 7LN

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Inspection date: 10 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive eagerly and are excited to begin their day at this wonderful nursery. Young babies happily hold out their arms to greet their key person. Older children wave 'goodbye' to their parents at the door and confidently put away their own belongings. Children have formed wonderful and respectful relationships with staff, and children highlight that they feel safe and secure while in their care. Staff provide children with warm and responsive interactions. For example, young babies squeal and smile with delight as they try to pop bubbles with supportive staff. Children of all ages enjoy listening to stories snuggled up to a member of staff. Toddlers excitedly engage in a group song time and join in by clapping their hands and copying familiar actions.

Staff consistently apply high expectations for children's behaviour. They support children to develop a sense of right and wrong and teach them how to manage their own conflicts. Children demonstrate positive attitudes to learning. They excitedly take on 'special helper' responsibilities at mealtimes and help to clear away the table for their friends. Children experience opportunities to practise their turn-taking skills. They excitedly engage in a picture-sorting game with staff, and proudly explain whose turn it is next.

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

- Leaders and managers have created a curriculum that places children's well-being in the centre, and focuses on children 'growing' in their learning. Children learn to be increasingly independent during their time at the nursery. Young babies learn to feed themselves using a spoon and older children confidently serve their own meals and pour their own drinks.
- Children are provided with a wealth of experiences to broaden their knowledge of the world around them. For example, parents of children visit the setting to talk about their own occupations. Experienced staff build upon this and incorporate these occupations into their role-play corner, to allow children to develop their understanding further.
- Staff support children to learn about the importance of being healthy, including understanding the effects of exercise on their body. Staff introduce vocabulary, such as 'hydrate', and explain the importance of drinking water after engaging in running games with peers. However, staff do not always ensure that their own teaching during group activities meets the individual needs and abilities of all children, to support their engagement further.
- Leaders and managers place significant focus on promoting children's communication and language development. Experienced staff support this by using simple sign language with young children to help them communicate their wants and needs. Staff show immense pride as young children repeat back

single words and showcase their newly learned vocabulary.

- Children have regular opportunities to develop their early mathematical skills. Two-year-old children enjoy singing number songs and confidently use their fingers to help them count. Older children demonstrate their embedded knowledge as they count the number of friends on their table at mealtimes and collect the correct amount of bowls.
- Staff know all children very well and use what they know about their background and interests to support their learning further. For example, children with special educational needs and/or disabilities show an interest in water play, so skilled staff use this as an opportunity to introduce simple language, such as 'scoop' and 'pour'.
- The manager and staff build strong relationships with families. Parents report that they feel communication is a real strength of the nursery and receive regular updates regarding their child's learning and development. This effective communication with parents and carers provides them with ideas to support their child's learning at home. Parents state they are grateful for the high level of care their children receive, and feel that all staff know their children well. They describe staff as 'brilliant' and 'patient' and highlight the good progress children have made since attending.
- Staff report they feel well supported by leaders and managers. The manager meets with staff each morning to reflect on their own practice and well-being. This helps all staff to feel happy and valued at work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding policies and procedures are well understood by all staff, who have a sound understanding of their own roles and responsibilities to keep children safe from harm. Staff receive regular training in safeguarding and demonstrate a good awareness of indicators of abuse. The manager ensures all staff are suitable for their role and understand their own responsibilities in keeping children safe. Staff safeguarding knowledge is checked regularly during staff meetings and supervisions. Children learn to understand and manage their own risks during their time at the nursery. They use their 'health and safety' mascot to confidently check for hazards, including when on outings in their local community.

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

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

- review and enhance the organisation and teaching during group activities to ensure that older children are consistently supported in their learning.

## Setting details

<b>Unique reference number</b>	EY491764
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10295558
<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>	97
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01284 330589
<b>Date of previous inspection</b>	5 December 2017

## Information about this early years setting

Bright Horizons Nursery & Pre-School Bury St Edmunds registered in 2015. The nursery employs 15 members of childcare staff and a nursery cook. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Holly Todd

## Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nursery manager and childhood specialist about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out joint observations during snack time and a group time. The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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