

Inspection of Bright Horizons Chineham Park Day Nursery And Preschool

Unit 1, Spindlewood, Stag Oak Lane, Chineham Business Park, Chineham,
BASINGSTOKE, Hampshire RG24 8NN

Inspection date: 17 July 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are generally happy and enjoy their time at nursery. Their key persons know them well. Staff show a secure understanding of the learning intentions. However, not all staff successfully implement these to provide consistently good teaching to children. Children benefit from some interesting activities that engage them well. For instance, babies thoroughly enjoy exploring paint and making marks with their hands, brushes and toy cars. Staff adapt the activity effectively to make it accessible to all babies. Children benefit from small-group sessions, including those that promote their communication and language skills securely. However, sometimes, staff deployment and their interactions are not fully effective. As a result, this does not support children's care and learning needs at a consistently good level.

Children have 'safe spaces', where they can handle resources, such as books and sensory toys, to help them feel calmer. However, despite these positive strategies, children do not always receive guidance to develop their understanding about safe behaviours. Furthermore, staff do not organise and manage some daily routines effectively enough to support children's needs. Nonetheless, staff promote an inclusive environment for children. They help children to learn about their own and others' backgrounds. For example, children learn greetings in other languages, and parents visit to talk to children about their cultures. Children develop appropriate independence. They learn to manage tasks by themselves, such as older children pouring their own drinks and serving their own meals.

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

- The manager has a good vision for the nursery and a secure understanding of what she aims to achieve. She is working to support staff, particularly new staff, to build and embed good practice.
- Staff benefit from team meetings, individual supervision discussions, and training. They feel well supported. Staff speak positively about their work experiences and resources, such as the 'well-being café' and the good professional development opportunities. However, not all experienced staff model expected practice or provide timely guidance to other staff. This does not ensure that all staff fully understand their roles and responsibilities.
- The quality of teaching is variable. Staff are not always consistently deployed to implement the learning intentions and promote children's learning successfully. However, there are times when staff interact well with children. For example, babies and toddlers benefit from the small-group sessions, particularly those that help them to learn and understand words. In addition, older children demonstrate their use of more complex sentences. For example, children discuss their knowledge of dinosaurs, knowing, for instance, that they are 'extinct'.

- Children have fun in the garden. They enjoy the mud kitchen, wheeled toys and sensory play activities. Older children imaginatively use different materials during activities, such as making 'coffee' from lentils and water. However, staff deployment is not arranged to fully consider children's needs for support and guidance. This leads to some children engaging in energetic play through which the consequences to themselves and others go unnoticed. For instance, on the day of the inspection, some older children used large tools in an inappropriate way, while other children boisterously ran around without showing consideration for themselves or others.
- Children form positive relationships with the kind staff, who give them cuddles and reassurance when needed. Staff praise and encourage children. Most children develop their confidence well, and staff understand how to help those who need extra support.
- Staff do not consistently manage and organise daily routines, resulting, at times, in a chaotic environment. This leads to children becoming unsettled or waiting for long periods of time, such as during mealtimes. Furthermore, staff do not always notice or explain to children that they should not swap cutlery or put knives in their mouths. Staff offer children appropriate meals and snacks, ensuring these meet their individual dietary needs. However, sometimes, the daily menu does not consistently provide a better balance of healthier options to further promote healthy eating.
- Parents speak positively about the nursery, saying they and their children are happy. Staff and parents successfully share information. This helps parents to understand their child's progress, daily care and activities. Staff provide effective information to support parents and children at home. This includes highlighting local facilities and organising opportunities for parents to meet with other parents.
- The special education needs coordinator works well with staff and others when required. This helps to identify effective strategies and activities to support children's learning. There are some good early interventions to help children catch up, including the small-group activities to promote language development.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to recognise and respond to a wide range of safeguarding concerns that may indicate that a child or an adult is at risk of harm. They understand what to do should they have safeguarding concerns. This includes how to report these to the designated safeguarding leads and to external agencies. Staff are vigilant in keeping the premises secure. They regularly check and monitor children as they move around the building to different rooms. There is a robust recruitment process, and staff's ongoing suitability to work with children is regularly reviewed.

What does the setting need to do to improve?

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

	Due date
ensure staff are deployed to support children's care and learning needs effectively, including providing consistently good interactions to engage all children and promote their development and progress.	16/08/2023

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

- teach children how to recognise and manage behaviours that may be a potential risks and hazard, including how these may impact on themselves and others
- ensure routines, such as mealtimes, are managed effectively to support and meet children's needs
- consider how more experienced and lead staff members guide other staff, to help them support children's learning and care needs more effectively
- review the daily menu to ensure that it offers children consistently well-balanced, healthy options, to support healthier choices.

Setting details

Unique reference number	EY546180
Local authority	Hampshire
Inspection number	10302269
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	1 to 4
Total number of places	148
Number of children on roll	90
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01256 636651
Date of previous inspection	7 August 2018

Information about this early years setting

Bright Horizons Chineham Park Day Nursery And Preschool registered in 2017. It is located on the Chineham Business Park, in Basingstoke, Hampshire. The nursery is open Monday to Friday from 7.30am to 6pm all year round. It provides funded early education for children aged three and four years. There are 20 staff employed to work with the children. Of these, 12 hold an early years qualification at level 3 and one member of staff holds a level 2 qualification.

Information about this inspection

Inspectors

Sheena Bankier
Anneliese Fox-Jones

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 nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager took the inspectors on a learning walk and explained the curriculum intentions and expected teaching and learning.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Discussions and meetings were held with leaders, the manager and staff during the inspection.
- The manager and one of the inspectors observed and evaluated two activities together.
- Some parents discussed their views and provided feedback about the nursery.
- Children talked to the inspectors about their interests and activities.

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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