

Inspection of Bright Horizons East Greenwich Day Nursery and Preschool

Chevening Road, London SE10 0LB

Inspection date: 24 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Nurturing and caring staff have established consistent routines and expectations that help children to settle in well. Children benefit from accessing a broad curriculum, which provides a wide range of activities for children to further develop and practise their physical skills. For example, younger children in the baby room are motivated and encouraged to take risks safely by staff. They carefully climb up the stairs of the climbing frame and gleefully glide down the slide. Staff have created a purposeful learning environment, which enables children to access additional resources to enhance their play. For example, children select 'bricks' from the construction area and work in small groups, sharing resources and being kind and polite, to build a police baton. When questioned what they are making, children respond, 'A police baton to help the good people and catch the baddies'. Staff plan opportunities for children to develop their fine motor skills, take turns and share. For instance, children enjoy using different-sized containers and jugs to collect and transfer water through funnels into different-sized bottles.

Children with special educational needs and/or disabilities (SEND) are supported well. Key persons know their children well and skilfully interact with them. This helps children to practise their developing skills and achieve their next steps in learning. For example, staff plan activities that enable children with SEND who are working on developing their social interaction skills to work alongside other children with support.

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

- Children benefit from attending an enrichment club once a week. This enables children of all ages to develop their social interaction, communication and creative skills, as well as their self-confidence. Children also thoroughly enjoy receiving specialist support from a sports coach. The coach is currently working on teaching children football skills, but children also learn skills and techniques related to tennis, gymnastics, rugby and athletics.
- The knowledgeable special educational needs coordinator (SENCo) provides effective support to staff working with children with SEND. She assists the children in preparation for their transition to school. Staff are thankful for the availability of additional training, coaching and mentoring from the SENCo, manager and regional manager. Staff report that this has benefitted them and helped to achieve positive outcomes for their key children, including those with SEND.
- Managers and staff have built good relationships with parents, the regional support team and the local authority early years advisory team. They work in collaboration to evaluate and enhance the provision and curriculum on offer for the children. Parents are complimentary of the daily communication and

feedback they receive on their child's learning and development, and they value the progress their children have made since joining the nursery.

- Staff consistently model good behaviour and reinforce high expectations of children's behaviour. They teach children self-regulation strategies and have set up a co-regulation area. This is a calm space, where children struggling to self-regulate can relax, calm down, read a story and apply the breathing strategies they have been taught to relax and become calm.
- Staff have built opportunities into the curriculum for children to develop a sense of responsibility in taking care of their environment. They have developed an eco-committee of children who work collaboratively to lead the nursery to be more sustainable and environmentally friendly. Children learn that marine plastics have a negative impact on the marine environment and economy and threaten human health. They contribute and make suggestions on how this can be tackled effectively.
- Overall, staff interact well with children and ask questions to enhance their thinking skills. However, at times, staff ask closed questions. At times, staff do not give children enough time to respond to questions, providing the answers for the children instead of letting them think things through.
- Most of the staff have high expectations of children and encourage them to carry out tasks independently. However, at times, some staff do not consistently reinforce these high expectations. For example, at lunchtime, staff serve the children food and set the table for them. They also pour the water for the children, which they are more than able to do independently.
- The nursery has a plethora of books that children can access to enhance their knowledge about different cultures and beliefs. There is a dedicated staff diversity representative at the nursery, who shares the dates of upcoming events and festivals. This helps staff to prepare and plan activities to enable children to celebrate and learn about festivals and beliefs that are different to their own.
- The nursery's health and safety mascot helps children to develop a good understanding of what constitutes healthy eating, a healthy lifestyle and healthy habits.

Safeguarding

The arrangements for safeguarding are effective.

Managers provide mandatory safeguarding training to all staff. This means that staff possess a good knowledge of how to safeguard children. Staff know how to report any concerns and understand the signs and symptoms of abuse. All staff have completed paediatric first-aid training. They work together to ensure that risk assessments are carried out daily, monitoring the resources, learning environments and activities to keep children safe. Managers and the regional team carry out suitability checks of staff to ensure that they are suitable to work with children.

What does the setting need to do to improve?

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

- make better use of questioning techniques during children's play to enhance their thinking skills
- enhance opportunities for children to develop independence through daily routines.

Setting details

Unique reference number	EY493524
Local authority	Greenwich
Inspection number	10301216
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	52
Number of children on roll	67
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3053
Date of previous inspection	24 January 2018

Information about this early years setting

Bright Horizons East Greenwich Day Nursery and Preschool registered in 2015. It is located in the London Borough of Greenwich and is open Monday to Friday, from 8am to 6pm, all year round. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 16 members of staff, two of whom hold relevant qualifications at level 6, five of whom hold level 3 qualifications and two of whom hold level 2 qualifications.. This includes one member of staff who has a relevant early years degree.

Information about this inspection

Inspector

Honufa Begum

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 provider and has taken that into account in their evaluation of the nursery.
- A learning walk of different areas of the nursery was provided by the manager.
- Interactions between staff and children were observed by the inspector.
- The inspector held a leadership and management meeting with the manager and regional manager.
- The views of parents, staff and children were sought by the inspector.
- A sample of policies, procedures and relevant documentation was evaluated by the inspector.
- The lunchtime and snack time routines were observed by the inspector.
- A joint observation of an activity was observed by the inspector with the manager.
- The inspector observed the indoor and outdoor provision.

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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