

# Inspection of Bright Horizons Woodford Woodlands Day Nursery and Preschool

317 321 High Road, Woodford Green, Essex IG8 9HQ

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Inspection date: 15 August 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 are excited to come into this warm and nurturing setting. They are greeted by staff and are keen to have breakfast and sit next to their friends. Children have lots of opportunities to explore their inviting environment and select resources they enjoy. They chat and smile as they dig for shells in the sand, select play dough cutters they want to use and paint large junk model boxes.

Children make good friendships and ask their friends to join in with their play. They have strong attachments to staff and go to them for comfort and reassurance if needed. Children really benefit from the wonderful outdoor space, where they enjoy riding bikes and engaging in water play and yoga sessions. They enjoy trips out to the local shops and are delighted to share their nursery experience when parents are invited in for stay-and-play sessions. Children speak really well and communicate to express what they need and want to do confidently. They grasp new vocabulary well and enjoy conversations with adults and friends, explaining what their favourite fruits are and how they brush their teeth.

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

- Babies settle well and enjoy a flexible routine and inviting, homely environment. They have a repertoire of familiar songs they sing and request their favourites using gestures and words. They are making good progress and enjoy a secure and safe outdoor area, with sensory play and opportunities to climb, walk and balance.
- Staff know children really well and plan activities based on their interests. They monitor their development and ensure that all children, including those with special educational needs and/or disabilities, make good progress. Staff work well with outside agencies to ensure that children are receiving help to reach their full potential.
- Children are creative and enjoy exploring paint using a variety of tools. They build their fine motor skills as they use forks to create swirls and patterns like famous artists. Children develop and strengthen the muscles in their hands and demonstrate good early writing skills. They use large brushes, chinks and toothbrushes to make marks.
- A love of reading is promoted well. Parents and children enjoy borrowing and sharing books from the lending library, and children enjoy listening to and joining in with favourite stories read to them. They know familiar phrases and enjoy finding story items in the story sacks. For example, they find the three bear's bowls and chairs as they retell the story of 'Goldilocks and the Three Bears' confidently.
- Children have positive attitudes, can concentrate for good periods of time and listen attentively. They follow instructions as they stretch into yoga positions and

paint junk model materials to make monsters.

- Children maintain attention at their chosen activity and follow their own ideas. They are developing mathematics skills and are beginning to grasp early mathematical concepts. They use tape measures and find objects around the room to measure, count on number lines and talk about the concepts of 'full' and 'empty' when using the water tray.
- Overall, children behave well. They have good manners and are motivated to learn. However, as children get ready for school, staff do not consistently remind them of behaviour expectations and how to behave appropriately inside, to ensure that learning opportunities are always maximised.
- Children enjoy hot, healthy and nutritious meals. They know about healthy foods and enjoy talking about these or preparing them during cooking activities and games. Mealtimes are happy and very calm, with children learning great independence skills as they eat with cutlery, pour drinks and clear away plates.
- Parent partnerships are a real strength. Parents attend stay-and-play events and find out what their children are learning. They speak highly of the care provided and say that communication and support from the team is so valuable. Parents are pleased with the links made with home and receive regular updates, photos and information on the parent app.
- Leaders and managers are effective and dedicated to moving the nursery forward. They are continually reflecting on and improving areas to ensure that children have the best possible outcomes. They support their staff team well and provide good opportunities for professional development and staff well-being.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of how to keep children safe. Thorough risk assessments and robust systems are in place. All staff attend regular child protection training and speak confidently about the signs and symptoms of abuse and how they would manage any safeguarding concerns that may arise. Leaders and managers have a wealth of experience and knowledge and ensure that a safeguarding culture has been well implemented, which includes daily staff updates and support for staff on how to log and report a concern.

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

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

- further enhance staff's skills in order to support children's behaviour and maximise their learning.

## Setting details

<b>Unique reference number</b>	EY491051
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10301076
<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>	1 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3780 3069
<b>Date of previous inspection</b>	3 January 2018

## Information about this early years setting

Bright Horizons Woodford Woodlands Day Nursery and Preschool re-registered in 2015. It is located in Woodford Green, within the London Borough of Redbridge. The nursery is open each weekday, from 7.45am to 6.30pm, for 51 weeks of the year, except for bank holidays. The nursery provides funding for free early education for children aged two, three and four years. There are 18 members of staff, two of whom hold early years qualifications at level 6, and 13 hold early years qualifications at level 3.

## Information about this inspection

### Inspector

Sara Vincent

## 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.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.

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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