

# Inspection of Bright Horizons Hove Day Nursery and Preschool

46 Cromwell Road, Hove, East Sussex BN3 3ER

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Inspection date: 22 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children are very happy, safe and secure in this welcoming nursery. Staff pride themselves on the effective settling-in process. As a result, children separate easily from their parents and are excited for the day ahead. Children exude confidence through the role modelling of staff and the amount of effort they place on supporting children's emotional development. Children feel valued and respected in all aspects of their care and development. For instance, staff consistently speak to babies about what they are doing in the room and involve them in their self-care. Children behave very well. They are building high levels of empathy and warmth in making friendships and recognising the needs of others. Staff support children to discuss feelings and find solutions to problems together. This helps children to develop important skills they require for their future learning.

Staff know the children well and use information they gather when they first start to fully support children to build a strong sense of belonging and attachments. Children quickly develop independence in all aspects of their learning, such as accessing resources or dressing and feeding themselves. Staff support children to build an early understanding of making healthy choices in the food they eat. For example, during snack time older children talk about the ingredients and vitamins contained with certain foods.

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

- The manager and deputy manager form a strong leadership team. Alongside the devoted staff team, they have worked tirelessly towards fulfilling the recommendation and actions set at the last inspection. As a result, the quality of all areas of the nursery has significantly improved. For example, regular observations of staff practice now take place in all rooms to support staff in providing quality learning opportunities for all children. Staff benefit from individual supervision meetings and regular training, for instance specialist baby training and leadership skills.
- Children make good progress. Staff carefully watch their development and plan challenging next steps for children's learning in line with their own interests. Children who are funded and those who have special educational needs and/or disabilities (SEND) are provided with targeted support to help them to succeed to the best of their ability. For instance, quieter areas with sensory resources have been introduced, to support children to have time away from the busy environment.
- Staff recognise the importance of children having access to the outdoors to build on their well-being and physical development. For example, older children have lots of space to run and jump and take calculated risks in their play. However, although babies and younger children have regular access to a smaller garden

each day, the current planning for this area does not provide as many highly stimulating play and learning experiences.

- Partnerships with parents are a particular strength of the setting. Parents value the individual attention and high level of care each child receives. There is a constant two-way flow of communication and as a result, they feel included in their child's development and the next steps that are planned for their learning. Parents enjoy the special times when they are invited into the nursery, such as parents' evening, or to share a book in their home language.
- Staff place an importance on supporting and encouraging children's communication and language. Children are given time to answer questions asked of them to build on their increasing vocabulary. Older children learn about different colours during an activity. They explore with a variety of shades such as 'teal' as they mix a range of paints. Babies happily babble and use their increasing range of words as they point to characters they recognise in a book.
- Children are eager and enthusiastic learners. They immerse themselves into the planned activities and display increasing concentration skills. For example, older children use light boxes and tablets to create vibrant pictures to support their range of impressive literacy skills. However, some resources available for younger children do not fully support their creativity. For instance, staff provide very small pieces of paper, which limits mark-making opportunities and inhibits the range of movements much younger children use in their play and learning.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge and understanding of how to protect the children in their care. This includes how to identify potential signs and symptoms of abuse and the procedures they would use to report any concerns. There are good risk assessments to help keep children safe when at the nursery and in the outdoors. Effective recruitment and induction procedures are in place to ensure that staff working with children are suitable. Leaders routinely check the ongoing suitability of staff to safeguard children. Regular training opportunities support staff to have the most up-to-date knowledge of additional issues, such as county lines.

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

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

- strengthen planning to further develop the outdoor area, to provide babies with more varied and stimulating learning experiences
- review resources used to more fully support younger children's creativity, exploration and movement in mark-making opportunities.

## Setting details

<b>Unique reference number</b>	EY494565
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10252978
<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>	122
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01273 090685
<b>Date of previous inspection</b>	26 August 2022

## Information about this early years setting

Bright Horizons Hove Day Nursery and Preschool re-registered in 2022 and is located in Hove, East Sussex. It is open from 8am to 6pm, Monday to Friday, all year round. Funding is accepted for the provision of free early years education for children aged two, three and four years. The setting employs 22 staff, nine of whom hold an early years qualification at level 3 and two staff members who hold a relevant qualification at level 6.

## Information about this inspection

### Inspector

Gwendolyn Andrews

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The leadership team and the inspector completed a learning walk together and discussed how the curriculum for the setting is organised. The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The manager and the inspector completed a joint observation together and discussed plans for evaluating and areas identified for improvement within the nursery. A leadership meeting took place with the manager, deputy manager and early childhood specialist.
- A range of documentation was sampled, including suitability checks and staff qualifications.
- The inspector observed the teaching and learning in both the indoor and the outdoors and the impact this has on the development of the children. The inspector spoke directly to parents and took their comments, including written comments, into consideration.

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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