

Inspection of Bright Horizons Wavendon Day Nursery and Preschool

Newport Road, Wavendon, Milton Keynes, Buckinghamshire MK17 8AE

Inspection date: 15 August 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

Children feel at ease and confidently explore their play space. They have close relationships with familiar staff. For example, toddlers cuddle up to read stories with their key person. Children happily say goodbye to parents at the door and eagerly find their friends and join them in their play.

Children are eager to learn. They show a great interest in other's comments and discussions. They listen intently to their friends, waiting their turn to speak. Older children understand right from wrong and confidently support their peers to understand the impact of their actions on others. Staff act as positive role models for children. They work well as a team, showing children how to support each other, with positive use of manners throughout their work. As a result, children say please and thank you, showing a growing respect towards their friends.

Children learn to communicate through gestures and expressions, showing their preferences in their play. Babies learn to babble early conversations with staff. Toddlers eagerly extend their vocabulary while enthusiastically listening to stories. Staff use effective questions to challenge children's thinking and to share their ideas. Children confidently share these through movements, words and by using pitch and tone in their voices.

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

- Children learn to manage tasks themselves. Staff introduce children to skills that support their independence. For example, babies start to use spoons at lunchtime, with effective support from staff. Older children serve themselves at mealtimes, deciding how much they want, and talk about the foods they like and do not like.
- In pre-school, children show a strong interest in space and time. They explain the different planets and the concept of space well. Staff plan these learning activities from children's interests and experiences from home. Children eagerly share family experiences, such as trips abroad, days out to London, parties and celebrations. This helps children to appreciate each other's lives and to respect each other's cultures and faiths.
- Children learn to cooperate and negotiate with each other through their play. They listen to clear explanations as to how to share and learn from others. Staff effectively interact with babies to help them become aware of others in their play. Older children learn to share and work as a team to finish tasks together. For example, children complete complex puzzles, helping each other to solve where the pieces go, listening to each other's ideas and solutions to the problem.
- Staff are eager to improve their practice. They attend different training of their

choice. They pursue their interests that link to children's well-being and mental health. They are enthusiastic to learn new practices and share these with others to provide children with continuity throughout the nursery. However, on occasions, staff do not have the confidence to evaluate the effectiveness of their own practice and they rely on more senior staff to identify this for them. Therefore, the quality of teaching is not as effective for some children when senior staff are not present.

- Children eagerly participate in an abundance of adult-led activities that are planned according to their next steps and interests. Staff provide stimulating and exciting experiences that spark children's eagerness to know more. However, children have limited opportunities and encouragement to access resources and make decisions about their play, particularly outside. This does not help children to challenge and extend their play themselves.
- Parents make positive comments about the care and development that their children receive. They feel that children are making good progress and are well prepared for school. Parents receive plenty of information about their children's day, their achievements and their next steps in their learning. Staff develop close professional relationships with parents and carers. They effectively support parents in the knowledge of how to promote children's learning at home.
- Staff gain support from other professionals to tailor personal plans and practice to meet children's differing medical and developmental needs. For example, staff complete specialist feeding training and liaise closely with other settings to promote a smooth transition for children's move to the next place in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of how to protect children from harm. They understand the procedures to follow if they have a concern about a child in their care. They complete regular training and discuss scenarios during meetings to test their knowledge. Managers carry out effective ongoing suitability checks for staff who work directly with children. They follow appropriate recruitment procedures to select suitably experienced and qualified staff to care for the children. Children learn to keep themselves and others safe through discussions and high expectations. For example, children move the bicycles and scooters off the track when they have finished with them so that others do not crash into them.

What does the setting need to do to improve?

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

- develop staff's confidence to evaluate their practice more effectively to help identify and consistently improve the impact their practice has on children's

learning

- strengthen the opportunities for children to explore and discover through play and to use their newly acquired skills and knowledge to reinforce their learning.

Setting details

Unique reference number	EY304881
Local authority	Milton Keynes
Inspection number	10301584
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	0 to 4
Total number of places	65
Number of children on roll	86
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01908 049036
Date of previous inspection	15 January 2018

Information about this early years setting

Wavendon Preschool & Day Nursery registered in 2005. It opens Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. The provider employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery is in receipt of funding for the provision of early education to children aged two, three and four years.

Information about this inspection

Inspector

Claire Parnell

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 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 spoke to the inspector about what they enjoy doing while with the staff.
- 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.

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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