

# Inspection of Bright Horizons Warrington Day Nursery and Preschool

David Lloyd Racquet Health & Fitness Club, Cromwell Avenue South, Great Sankey,  
WARRINGTON WA5 1HH

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Inspection date: 30 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 Outstanding

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

### The provision is good

Children arrive eagerly and are welcomed by professional, caring staff at this nursery. Staff have created engaging environments that encourage children to develop their curiosity and learning. Babies excitedly shout 'pop' as they attempt to pop the bubbles that staff have blown. Older children squeal with delight as they combine ingredients to create an exploding chemical reaction. Staff introduce new language such as 'erupt' and encourage children to tune into the sound that it is making. Children make good progress in all areas of their development.

Children have developed caring relationships with staff who value their opinions. For example, following a request from the pre-school council members to learn more about people who help us, staff arranged for the police and fire service to visit the nursery. These rich experiences provide opportunities for children to develop an understanding of the wider world around them.

Staff reinforce high expectations of behaviour from children. For example, on occasions when children throw objects indoors, staff calmly model how to throw balls safely outside. Older children are involved in developing the expectations for the room. Even the youngest children demonstrate caring behaviours as they gently put nappies on dolls and place them down to sleep.

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

- Leaders place high importance on supporting children's communication and language development. Staff support children's early speech development well. For example, as children play, they introduce new language such as 'replenish.' As staff interact with children, they encourage them to talk about their own experiences. Staff respond when children select a song using a 'song choice card', by singing the song. Children join in with some of the words and actions. Children are confident communicators.
- Children are provided with activities that allow them to improve their physical skills. They develop their strength using their large muscles as they fill up buckets with water and carry them. They move all of their bodies as they practise using hula hoops. Children use their hand-eye coordination as they scoop soil into plant pot, sprinkle seeds and pour water on top. Children's physical skills are developing well.
- Children are provided with many opportunities to enjoy stories. Older children vote for their favourite story to be read at story time. They excitedly count up the votes and read the book that is 'the winner'. Staff are skilled at bringing stories to life. For example, they dress up as characters from the book as they read stories to children. Following on from children listening to the story of the Three Little Pigs, staff provide a range of creative materials to allow children to

re-enact the story as they build their own houses. Children gain a real love of stories which helps to support their literacy development.

- Leaders have reviewed the settling-in process following the impact of the COVID-19 pandemic to ensure that all children have the time needed to support them to settle effectively. These tailored procedures mean staff get to know children well. Staff make accurate assessments of children's development and these assessments help to identify when children may benefit from additional support. Leaders and staff act swiftly and sensitively to ensure that children receive any support they need with their learning in partnership with other agencies. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- Parents have the utmost praise for the nursery and the 'professional' and 'caring' staff. Parents value the regular communication they have with staff about their children's learning. They appreciate the home learning packs that are provided to help children continue their progression at home. Parents state that they have seen particular progress with their children's communication and social skills since they have been attending.
- The passionate leaders are committed to professional development, support and training for staff. Staff undertake training to strengthen the quality of education across the setting. These systems contribute positively to staff practice and morale. However, there are some minor inconsistencies in staff practice. For example, routines for the youngest of children are not as well planned, meaning that some children wait for longer than necessary for their meals. Children are not as engaged at these times and can become a little unsettled.

## Safeguarding

The arrangements for safeguarding are effective.

Following a notification to Ofsted of a safeguarding incident, when staff failed to escalate a concern about a child, leaders have taken effective action. They retrained all staff in how to implement the nursery's procedures for responding to any existing injuries to children when they arrive at the setting. Staff now understand how to identify and report any concerns they have about a child's welfare. Excellent procedures have been implemented to manage children's dietary requirements. Staff teach children how to keep themselves safe. For example, older children check the garden is safe and free from hazards before the younger children go outside.

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

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

- refine the organisation of routines so that children, particularly the youngest, fully engage in learning at all times.

## Setting details

<b>Unique reference number</b>	EY285467
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10297172
<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 5
<b>Total number of places</b>	108
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01925 906465
<b>Date of previous inspection</b>	5 January 2018

## Information about this early years setting

Warrington Pre-School & Day Nursery opened in 1998 and is situated in Great Sankey, Warrington. The nursery is open from 7am to 7pm, Monday to Friday, all year round with the exception of bank holidays and one week during the Christmas period. The nursery employs 27 members of childcare staff. Of these, two hold qualified teacher status, 22 hold recognised qualifications at level 3 and one holds a recognised qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Weston

## 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 leaders 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- 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.
- The inspector held discussions with the leaders to assess the effectiveness of leadership and management.
- The manager and the inspector carried out a joint observation during a group activity.
- Parents shared their views with the inspector.
- The manager provided the inspector with a sample of key documentation on request, including documentation to demonstrate the suitability of staff working at the nursery.

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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