

# Inspection of Bright Horizons Basingstoke Copper Beeches Day Nursery and Preschool

105-107 Cliddesden Road, Basingstoke, Hampshire RG21 3EY

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Inspection date: 8 September 2023

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

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

### The provision is inadequate

Children's welfare is not assured. Recently, there have been significant changes to the leadership and staff team in the nursery. The manager, who is new to her role, is ambitious and recognises some weaknesses in the nursery. However, there are breaches of requirement relating to risk assessment and fire procedures that compromise children's safety.

Although the manager has a clear vision of what she wants children to learn and achieve, this is not understood or followed by all staff. The lack of clear intentions for older children's learning means that children do not benefit from purposeful or challenging experiences. For example, although children enjoy activities outside, learning is not always tailored to the children's needs. This impacts the progress children make.

Staff do not provide older children with activities or resources to support their communication and language development. This includes those with special educational needs and/or disabilities (SEND) and children who speak English as an additional language. This means that children with significant developmental delay or additional communication and language needs do not make sufficient progress, particularly in their speaking skills.

Staff do not ensure that older children receive effective and consistent support in order for them to understand how their behaviour affects their friends. For instance, older children fight with their friends and staff do not notice it. Staff lack an understanding of how to manage the older children's behaviour. In addition, they do not explore why children display certain behaviours and look for ways to provide effective support for them. As a result, older children repeat these poor behaviours.

That said, staff are kind and caring. Children happily leave their parents at the door and settle quickly into the nursery routines. Staff have good relationships with the children, especially the very youngest. For example, young children snuggle closely to staff as they listen attentively to stories. Staff provide young children with activities that support their development. For instance, babies are given lots of opportunities to pull themselves up to stand as they gain growing confidence in their physical skills. As a result, babies make good developmental progress.

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

- Although risk assessments are in place, managers and staff have not noticed some potential hazards and risks. For example, children are given serving dishes at mealtimes that are too hot for them to touch. This impacts children's safety.

- Fire safety measures are not sufficiently robust to ensure children's safety in case of an emergency. For instance, some fire exits in the nursery are obstructed. Managers do not have a clear plan in place to ensure that children and staff can safely exit the nursery in the event of a fire. This does not promote children's welfare and safety.
- The manager demonstrates clear intentions for the nursery's curriculum. This reflects children's interests and builds on what they already know and can do. However, the manager has not ensured that all staff share the same knowledge, or have the skills required to implement the curriculum effectively. This means children are not supported to make the best possible progress.
- Staff build warm relationships with the children in their care. Children and babies will often approach staff for comfort and reassurance. However, staff do not provide children with strategies to manage their behaviour for themselves. For instance, they do not help children to understand how unkind behaviours make their friends feel. This hinders other children's enjoyment and learning.
- The special educational needs coordinator (SENCo) does not effectively share or review children's individual educational plans with staff. Staff are not supported to understand how to adapt activities and ensure all children can access the curriculum. For example, activities do not always support children to make progress with speech and language. Children with SEND do not get the support they require and, consequently, do not make the progress they are capable of.
- The nursery chef provides freshly prepared, healthy and nutritious meals for all children, including those with allergies. Older children learn about healthy portion sizes as they independently serve their own food at mealtimes. Staff talk to children about the healthy foods on offer and how we look after ourselves, such as by being physically active and drinking plenty of water. This helps children to understand the importance of being healthy.
- The manager works hard to build strong parent partnerships. Parents speak positively about the nursery and feel their children are well supported and cared for by the staff. They commented favourably about the activities their children do, such as cooking and outdoor play.
- Staff feel well supported by the new manager. They have regular supervisions and can discuss their well-being at any time with the manager or other leaders. Staff receive an extensive induction programme and ongoing training opportunities. However, the arrangements for ongoing support, mentoring and coaching for staff are not good enough to ensure they have the skills and understanding to offer high-quality learning experiences to all children.

## Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety and well-being are not always assured. Risk assessments and fire procedures are not fully effective. Managers and staff do not identify or take swift action to remove all potential hazards. However, the managers and staff have a secure understanding of the signs and symptoms of abuse. They are confident in fulfilling their

responsibilities, including reporting and escalating any concerns to the relevant outside agencies. The manager ensures that all staff receive regular training and updates about child protection and safeguarding issues. Vetting and recruitment processes are in place to ensure all adults are suitable to work with children.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
improve risk assessment procedures so all staff can identify and remove or minimise potential risks to children and staff	29/09/2023
ensure that emergency evacuation procedures are effective in all areas of the nursery, including keeping fire exits clear of obstructions	29/09/2023
ensure all staff understand how to plan and deliver a curriculum that is precisely tailored to the individual needs of each child, particularly those children with SEND	29/09/2023
ensure staff use effective behaviour management strategies and give children consistent support and guidance to help them learn how to behave well	29/09/2023
provide staff with appropriate coaching and support to ensure they offer good-quality learning experiences and effective support and interaction for all children, including those with SEND, to help them make good progress, particularly in their communication and language skills.	29/09/2023

## Setting details

<b>Unique reference number</b>	2585412
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10307625
<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>	102
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01256 636652
<b>Date of previous inspection</b>	20 September 2021

## Information about this early years setting

Bright Horizons Basingstoke Copper Beeches Day Nursery and Preschool registered in 2000. The nursery is open each weekday from 8am to 6pm. It receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 23 staff, of whom 15 have appropriate early years qualifications at level 3 or above.

## Information about this inspection

### Inspectors

Nicole Atkinson

Tara Naylor

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to children to find out about their time at the nursery.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspectors about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- One of the inspectors carried out a joint observation of a group activity with the manager.
- One of the inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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