

Inspection of Bright Horizons Hyde Park Day Nursery and Preschool

St. James's Church, Sussex Gardens, LONDON W2 3UD

Inspection date:

15 August 2023 - 13 September 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Leaders and managers do not ensure they are meeting all requirements. There are breaches to both safeguarding and learning and development requirements. This has a significant impact on the quality of the provision. The provider fails to support staff in following through the setting's safeguarding procedures. Furthermore, the provider has not followed its own vetting processes. This means not all adults who have independent access to the setting when children are present, have the appropriate suitability checks in place. This compromises children's welfare.

The quality of teaching varies across the nursery and between staff. In the baby room, staff sing to babies and encourage them to join in with using musical instruments. They enjoy the rhythm and move to the music. However, staff's teaching skills in the toddler and pre-school rooms are inconsistent. For instance, at times, toddlers wander around and are not engaged in meaningful learning experiences. Some children take lengthy periods of time to settle. This is because staff have not considered how to plan for children's arrival at nursery. This means that children's individual needs are not always met. The key-person arrangements are weak. Partnerships with parents are not consistently effective in supporting children's needs.

Children in the pre-school room do not all make the progress they are capable of. Some staff do not know children's individual learning needs or interests. They do not know how to build on what children already know. This results in some children not being engaged in play or activities. Although, some staff can talk about their intent for an ambitious curriculum, this is not consistently delivered.

Despite these failings, children demonstrate that they can listen and follow instructions. Staff remind children to use 'kind hands' and words. Children generally behave well as they learn to cooperate with one another.

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

- Children's welfare is not assured. Although staff know the procedures, they must follow to keep children safe. Staff do not always follow up on concerns. For example, when children arrive with pre-existing injuries, staff do not always discuss these with parents. In addition, managers, do not have a clear oversight of these matters. The impact is that children's welfare is not consistently monitored to help ensure they are kept safe.
- Those responsible for assessing the suitability of adults working on the premises have not carried out suitability checks for all individuals. Caretakers from the adjoining building who have independent access to the setting, including when

children are present, do not have appropriate checks in place to determine their suitability.

- The new manager has plans to implement systems for regular meetings with staff, to capture ideas and monitor staff's performance and well-being. However, the impact of these measures is yet to be seen. This is because the overall quality of teaching and staff engagement with children is not always effective. Not all children are supported to engage and enjoy a varied range of learning experiences.
- Children do not consistently benefit from secure key-person arrangements. For example, some children are left with their dummies for long periods of time. This is because their key person has not considered how to support them during transitions. This results in children being unsettled and not always feeling secure at nursery.
- Routines in the baby room are managed well. For instance, staff ensure that babies have a quiet and peaceful space to rest and sleep. However, toddler room staff do not implement a well-organised sleep routine for toddlers. Staff encourage toddlers to sleep as and when they need to, but they do not have a quiet space where they can sleep. Other children often disturb their rest when they walk through the room. This means some children do not always benefit from good quality rest.
- Parents feel their children are cared for at nursery. However, they express that staff do not regularly update them about their child's progress. Parents are not always alert to any emerging gaps in their children's development. They are not always supported to know how to help progress children's learning at home. This prevents children from making the best possible progress they can.
- Some staff play alongside children to support their engagement and offer ideas to help creative thinking. However, the activities that some staff plan, particularly for older children, do not always fit their individual learning needs or interests. This hinders the potential progress children can make and impacts on their levels of enjoyment.
- Babies are cared for in a comfortable environment. Their room has soft furnishings to replicate home. Babies enjoy cuddles on the sofa and benefit from eye-to-eye contact while being bottle fed. Staff provide sensitive personal care routines. They continue to communicate with babies while changing their nappies. Babies enjoy singing and having stories read to them. However, some babies have permanent access to their dummies which are clipped onto their clothing. This means, when they move, their dummies drag along the floor. This is not hygienic as babies then put dummies back into their mouth. In addition, this prevents babies developing communication and language skills.
- The nursery cook prepares meals and snacks for the children with care and attention. The menu is balanced and healthy. Food looks and smells delicious; children tuck in and clear their plates. Staff manage children's allergies well and encourage children from a young age to self-serve and tidy away afterwards. This helps to support children's independence.

Safeguarding

The arrangements for safeguarding are not effective.

There are significant breaches to requirements that impact on the safeguarding of children. The poor approach following safeguarding procedures, and ensuring staff understand these, compromises children's welfare. While staff have a clear understanding about what to do if they have welfare concerns, they do not always take action to follow this through. Staff maintain accident records when children get hurt at the setting. This information is used to inform and improve risk assessment procedures. More recently, managers have improved procedures in place to ensure that staff always have an oversight of where children are. They have implemented more robust head counting procedures, to help ensure the safe supervision of 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:

	Due date
ensure staff are trained and supported to understand the setting's safeguarding policies and procedures, in particular to follow up on any unexplained injury to a child	29/09/2023
ensure an enhanced criminal records check is obtained for all individuals who work on the premises, this specifically refers to adults working in the church that have access to the nursery	29/09/2023
ensure staff receive effective supervision that supports them to develop the skills they need to carry out their roles and responsibilities, in particular to ensure they are effectively supporting children's learning and development	29/09/2023
strengthen the implementation of the key-person arrangements to ensure staff consistently meet the needs of all children, and parents are kept informed of any changes	29/09/2023

ensure effective procedures are in place to promote children's good health, including their oral health; this specifically refers to the management of children's dummies	29/09/2023
improve sleep time routines, specifically in the toddler room to ensure children get sufficient rest	27/10/2023
improve partnerships with parents so they are up to date with their children's progress and development, and know how to support children's learning at home	27/10/2023
improve the quality of teaching, particularly in the toddler and pre-school room, and plan suitably challenging experiences for all children, focusing on each child's individual next steps and interests, to support their good progress	27/10/2023
ensure all children are supported to develop effective communication and language skills.	27/10/2023

Setting details

Unique reference number	EY348913
Local authority	Westminster
Inspection number	10304654
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	46
Number of children on roll	41
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3023
Date of previous inspection	21 November 2018

Information about this early years setting

Bright Horizons Hyde Park Day Nursery and Preschool registered in 2004 in the City of Westminster. The nursery is open each weekday from 7.30am to 6pm, all year round, except for bank holidays. The nursery receives funding to provide free early education to children aged three and four years. The nursery employs 20 staff, 13 of whom hold appropriate early years qualifications.

Information about this inspection

Inspectors

Zoe Duggan
Siobhan O'Callaghan

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Parents spoke to the inspector and shared their views.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation.
- The inspector observed the quality of the education being provided across the nursery, both indoors and outdoors, and assessed the impact on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023