

Inspection of Bright Horizons Broadgreen Day Nursery And Preschool

Broadgreen Hospital Nhs Trust, Thomas Drive, Liverpool L14 3LB

Inspection date: 29 September 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Babies and children form strong bonds with staff. Staff know them and their interests well and follow their routines. This helps children to feel emotionally safe and secure and settle quickly. Children develop positive attitudes to learning, engaging well in a wide range of activities. Babies feel fabrics of different colours and textures and handle wooden and metal items. This helps to develop their sense of touch, sight and sound and good hand-to-eye coordination. A range of experiences, including painting, craft activities and role-play situations, enable children to develop their creativity, imaginations, and self-expression. Older children examine the work of different artists, such as Van Gogh, Banksy and Andy Warhol. Their displayed paintings, influenced by Van Gogh's 'Starry Night', are impressive.

Leaders provide a clear curriculum that focuses on encouraging children's physical and personal development and their communication skills. Staff in each room support children to achieve the skills and knowledge they need to move on to the next stage of their learning. Their expectations for learning are displayed on the door of each room, so the curriculum intent is clear and shared with parents for each age group. Each child has a member of staff who swiftly identifies any gaps in their development and decides what they need to learn next. All children, including those with special educational needs and/or disabilities (SEND) and those who receive funding, make good progress.

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

- The strong leadership and management team has an accurate view of the nursery's strengths and a clear development plan. Managers observe staff regularly and give them feedback on their performance. They support staff who are new to their roles, ensuring that practice continues to improve.
- The special educational needs coordinator is very knowledgeable and works alongside staff to identify and support children who may need extra help. Together, they work closely with parents to seek support from other professionals for children with SEND.
- Parents who expressed a view during the inspection were highly positive about the management and staff. They appreciate that staff arrange settling-in sessions that meet the needs of their child. They feel well informed about their child's development. They commented on how much their children enjoy bringing home tasks to complete and books to share.
- Experienced staff listen carefully to children, introduce new vocabulary, and develop children's speaking skills as they play. Newer staff members are less experienced at implementing the intended curriculum. However, they are in the process of following the in-depth induction process and being supported to

develop greater skills in promoting children's communication and language.

- Children develop good attention and listening skills. They enjoy listening to stories and joining in with songs and rhymes. Staff link enjoyable activities to familiar stories, which helps children to develop a love of books. For example, children re-enact the story of 'We're Going on a Bear Hunt' in the garden. They enjoy using their developing mathematical skills to count ingredients, such as pears, and mix them with other ingredients to make a meal for 'The Gruffalo'.
- Children behave well and are encouraged to use kind hands. Where children need help to improve their behaviour, staff support them effectively. Staff are trained to handle behaviour, such as biting, and discuss strategies with parents to ensure that children's behaviour is managed consistently.
- Photographs of children's families are used well by staff to help children to talk about different family groups. This, as well as a range of stories and activities linked to calendar events, helps to raise children's awareness of diversity.
- From the baby room and up through the nursery, staff promote children's physical development well. Babies crawl in ample space, and children balance on tricycles, progressing to bicycles as they become more physically able. Toilet training is also sequenced well. Children develop increasingly good self-care skills. For example, babies hold a spoon while being fed by a staff member, and older children use cutlery independently. Children are supported well by staff to learn about and follow good health and hygiene practices. They help themselves to tissues and know to wash their hands after blowing their noses.

Safeguarding

The arrangements for safeguarding are effective.

When appointing new staff, the company follows strong recruitment and vetting processes to check their suitability. This is followed by an in-depth induction, which includes training in all aspects of safeguarding. All staff know how to identify and report concerns that may indicate a child is at risk of harm. The premises are secure, and security measures limit the access of visitors to the rooms used by children. At regular intervals, staff check the number of children and staff in each room. This helps to ensure that everyone is present and that the correct staff-to-child ratios are met. Children develop a good awareness of personal safety. Older children are involved in risk assessments and checking for hazards. A health and safety mascot named Candy Floss reminds them to keep safe. For instance, Candy Floss sits at the table as a visual reminder to use the tools safely while they are cutting dough.

What does the setting need to do to improve?

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

- support newer staff to develop skills to deliver the intended curriculum so that

children's learning is consistently strong across all areas of their development.

Setting details

Unique reference number	EY542721
Local authority	Liverpool
Inspection number	10309613
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	83
Number of children on roll	133
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0151 556 1232
Date of previous inspection	5 November 2018

Information about this early years setting

Bright Horizons Broadgreen Day Nursery And Preschool registered in 2017. The nursery employs 34 members of childcare staff. Of these, four hold an appropriate early years qualification at level 2, 17 hold level 3 and four hold level 6, including one who has achieved early years teacher status. The nursery opens Monday to Friday, from 7am until 6pm, all year round. The nursery is in receipt of funding for early education for three- and four-year-old children.

Information about this inspection

Inspector

Lynne Naylor

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, deputy manager and the inspector completed a learning walk together.
- Three joint observations were carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at a sample of the nursery's documents, including evidence of staff suitability and training.

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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