

Inspection of Barnes Nursery And Preschool

Bright Horizons Day Nurseries And Preschools, 1b, Lonsdale Road, London SW13
9ED

Inspection date: 15 September 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

The new manager and staff create a warm and welcoming environment. Children arrive happily at the nursery, ready to start their day and see their friends. Overall, children settle well and show they are happy and feel safe. Staff get to know the children and provide plenty of reassurance and cuddles when needed. Older children know who to go to for support and enjoy spending time with the staff as they invite them into their play. However, at times, the staff deployment in the baby room could be improved to better support the babies.

Staff provide a stimulating learning environment for children of all ages. They know the children well and plan an ambitious curriculum to support children's development. Staff identify children's individual next steps in learning and provide activities that promote these. For instance, babies enjoy cling film painting to help develop their fine motor skills as they push and pull the paint around with their fingers.

Staff use a consistent approach to managing behaviour and have high expectations of all children. They encourage children to reflect on their feelings and give them opportunities to manage their own conflicts. For example, older children decide between themselves whose turn it is next with toys. They talk about their feelings and what might make them feel that way.

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

- The new manager is committed to providing good-quality care and education for all children. She works well with her team and, together, they regularly reflect on their practice. They consider the setting's strengths and areas for development. They take into account the views of the parents. For example, they consider parent surveys and will feedback to parents what they have changed based on these.
- The manager and staff have a good understanding of how children learn and develop. They complete regular observations and assessments and quickly identify any gaps in children's learning. All children make good progress from their starting points and are well prepared for the next stage in their learning.
- Staff support children's developing language skills well. They introduce words, ask questions, use repetition and act as good role models for communication. For example, staff talk with children and get involved in their play in the garden. They act out going on bus rides using the hoops and talk about children's past events and what they had to do when they went on a real bus.
- Children are becoming independent learners. Younger children confidently explore the resources on offer and make choices in their play. At mealtimes, they are encouraged to feed themselves. Older children enjoy serving their own

food and pouring their own drinks. They manage their own hygiene routines effectively, such as washing their hands.

- Overall the key-person system is effective. Children are settled and have good relationships with staff. However, at times, the staff deployment in the baby room could be better organised to support babies to settle in.
- The management team carries out regular staff supervision sessions and peer observations, and provides staff with some coaching to improve their personal effectiveness. Staff also attend regular training and comment that this has had a positive impact on their practice. For example, staff have recently completed a training session on children's brain development and feel it gives them a greater understanding of why children play and the importance of each stage.
- The manager and staff have a good understanding of their curriculum. They know what it is they want the children to learn and why. Staff know the children well and plan a broad range of activities around their interests and next steps in learning. As a result, children are excited to learn and join in. However, at times, activities are not organised as well as they could be, leading to some children not having the opportunity to be involved and the learning intention not being met.
- Parents are highly valued as partners and speak positively about the nursery and how happy their children are to attend. Staff provide parents with regular updates about their children's progress and use an online app to aid communication further. This approach also gives parents the opportunity to contribute what their child is learning at home so that staff can build on this at the nursery.
- Children delight in playing outdoors where they have many activities to develop their physical skills. They experience managed risk as they balance on obstacle courses and play ball games with each other. Staff provide opportunities for children to develop a good awareness of how to keep themselves safe. For example, the nursery toy, Candy Floss the safety zebra, is used to identify areas that could be risky. Children confidently remind each other how to complete activities safely.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to protect children from harm. They know how to identify and report their concerns about children to keep them safe. All staff attend regular training, as well as meetings, to ensure that their safeguarding knowledge is kept up to date. Telephone numbers of agencies that deal with child protection concerns are displayed. Staff make sure that the setting is safe and well maintained. The manager ensures that all staff are suitable to work with children. Good recruitment and induction procedures help staff to understand their roles in keeping children safe. Risk assessments are effective. Regular headcounts ensure that staff account for everyone present when children move from one area to another.

What does the setting need to do to improve?

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

- review staff deployment in the baby room to ensure all babies have secure attachments and their individual needs are met
- develop the organisation of some activities in order to maximise children's learning opportunities and their engagement and participation levels.

Setting details

Unique reference number	EY494386
Local authority	Richmond Upon Thames
Inspection number	10306282
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	79
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 7912
Date of previous inspection	7 March 2018

Information about this early years setting

Barnes Nursery and Preschool registered in 2015. The nursery is open Monday to Friday, from 7.30am to 6.30pm, all year round, except on public bank holidays. There are 14 staff, including the manager, six of whom hold appropriate early years qualifications. This includes one staff member who holds qualified teacher status. The nursery receives funding for free early years education for three- and four-year-old children.

Information about this inspection

Inspector

Becky Phillips

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector completed a learning walk with the manager to obtain an overview of how the curriculum is organised.
- The inspector spoke to parents and took account of their views during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The nursery manager completed a joint observation with the inspector to evaluate the quality of teaching.

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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