

Inspection of Bright Horizons West Hill Day Nursery And Preschool

38 West Hill, London SW18 1RX

Inspection date: 10 October 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

Staff build strong relationships with children from the start. Children arrive happily and settle quickly in the calm, welcoming environment. Staff show toddlers how to use the resources, which helps children to learn new skills, such as scooping soil with a small spade. Children get lots of praise and encouragement for their efforts, which helps them to persevere. Children behave well and learn to follow simple instructions, such as using 'kind hands' and 'walking feet'. Staff teach children to be independent. For example, they learn to choose their own activities and tidy away their toys. Older children pour their own drinks and scrape their plates after their healthy meals. The manager is ambitious for children's learning. She plans a broad curriculum that helps children to develop skills across the early years foundation stage, which prepares them well for the next stage in their learning.

Children enjoy opportunities to play outdoors everyday in fun, spacious gardens. They gain confidence in their physical abilities as they learn to use bikes and move in different ways. Babies stretch their arms to touch bubbles and giggle with delight when they pop. Children learn about where their food comes from. They grow herbs and vegetables in their indoor garden room, which they use in cooking activities and sensory play.

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

- Young babies' individual routines are maintained, which helps them to feel safe and secure. All children have a key person who knows their personal needs well. Children enjoy lots of cuddles, smiles and positive responses, which support their well-being.
- Children have opportunities to develop their own ideas through open-ended activities, such as mark making and role play. Staff provide opportunities for children to build on what they can already do. For example, babies develop their finger muscles as they explore textures, while older children develop these skills further to make models with small construction bricks.
- Staff observe children's play to identify the next steps in their learning. They use children's interests to help them to engage in their play, which means that children are highly motivated most of the time. Occasionally, staff do not tailor their plans enough to meet all children's learning needs. However, this does not significantly impact on the progress that children make.
- The special educational needs coordinator supports staff to meet the needs of children with special educational needs and/or disabilities. There are effective strategies in place to share information with parents and other professionals and provide a consistent approach to support children's learning.
- Staff support children's communication and language development well. They extend children's vocabulary by using words such as 'thyme' and 'kale' during

sensory play. Pre-school children join in with conversations and learn to ask questions. The manager has correctly identified that more could be done to support children who speak English as an additional language. She plans to take steps to provide more opportunities for children to hear and use their home languages at the setting.

- Children develop a love of books and stories. Babies enjoy sharing books and snuggle in with adults for story time. Older children regularly ask adults to read them a story and talk enthusiastically about the pictures.
- Children learn to keep themselves safe. Staff teach them about the risk of putting toys in their mouths so they do not choke. Children learn to wash their own hands before meals and to mop up spilt water to prevent accidents.
- Partnerships with parents are good. Parents say that they receive regular updates about their children's progress and enjoy photos shared via the online app. Parents say that they feel very supported by the caring staff team. Parents appreciate their flexible approach.
- Leadership and management is good. The manager effectively evaluates the quality of the provision to identify areas for improvement. Staff receive regular one-to-one meetings and feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

Risk assessments are effective. Staff assess the environment and remove hazards as necessary throughout the day to keep children safe. Staff are vigilant in minimising choking hazards. All staff complete regular safeguarding training to keep their knowledge up to date. This means that they have a good understanding of child protection and how to report their concerns. There are effective procedures in place to respond to allegations made against staff. All staff have enhanced Disclosure and Barring Service checks, which are monitored regularly. A majority of staff hold paediatric first-aid certificates and know how to provide emergency treatment if required.

What does the setting need to do to improve?

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

- enhance opportunities for children who speak English as an additional language to hear and use their home language
- provide further opportunities for staff to improve their teaching skills to meet individual children's learning needs.

Setting details

Unique reference number	EY543543
Local authority	Wandsworth
Inspection number	10310232
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	105
Number of children on roll	43
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3370 2012
Date of previous inspection	20 February 2019

Information about this early years setting

Bright Horizons West Hill Day Nursery and Pre-School registered in 2017 and is located in the London Borough of Wandsworth. The nursery is open on each weekday from 7.30am to 6.30pm all year round, except for bank holidays. There are 18 staff, including the manager, 10 of whom hold appropriate early years qualifications. This includes two staff who hold a level 6 qualification in early years, seven staff who hold a level 3 qualification in childcare, and one who holds a level 2 qualification in childcare. The nursery receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Kyrstie Gennoe

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager and the inspector carried out a joint observation of outdoor play.
- Several parents spoke to the inspector and shared their views.
- The manager provided relevant documentation when requested, including evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having 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.

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