

Inspection of Bright Horizons Tooting Looking Glass Day Nursery and Preschool

75 Macmillan Way, London SW17 6AT

Inspection date: 18 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy playing in this well-equipped setting. Staff are kind, nurturing and offer close emotional support. This helps children to feel safe and settle quickly. Young children choose a favourite book and snuggle up with their key person. They giggle as they point to their noses and make connections with others. Older children understand the rules and play cooperatively with their friends. Children are motivated to learn and excited to take part in the interesting play experiences on offer. Parents report that the staff are friendly and caring and that their children happily attend. They comment on the good progress their children are making, particularly in their language development.

The ambitious curriculum helps all children to make good progress in their learning and development. Staff are skilled in asking children questions to make them think. For example, children try to build a structure that will allow items to flow downwards. When this does not work, staff challenge them to think about how they can change it to make it work. This helps to develop children's problem-solving skills and perseverance. Leaders and staff have created an environment where children's imagination and ideas are valued and encouraged.

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

- The effective self-evaluation process has enabled continuous improvement. In response to comments from parents, leaders have created a new parent area with a lending library. Parents can borrow from a good range of books and props. There is guidance for parents about activities to do at home to support their children's learning and love of books.
- Leaders provide staff with regular training and coaching. For instance, staff have recently developed their knowledge about how to better support children's communication and language. As a result, staff are more skilled in listening and talking to children. Children are confident communicators.
- Leaders have changed staff shift patterns to improve on the key-person system. This means staff spend more time with their key children to support their well-being and emotional development. Children are happy and keen to learn. The new manager is passionate and dedicated. She cares about the happiness and well-being of her staff. Staff report they feel valued and supported.
- The special educational needs coordinator works closely with external agencies to ensure targeted individual education plans are quickly put in place. Staff are sensitive to all children's needs and backgrounds and work closely with parents. This supports all children to make good progress from their starting points.
- The nursery environment provides an exciting and welcoming space for children to explore. Young children are fascinated as they watch themselves in the mirror while singing and dancing. However, the resources in the role-play area for the

older children do not inspire them to play there to enhance their learning.

- Promoting independence is a strength of the curriculum. For example, children confidently learn how to pour their own drinks and serve themselves at mealtimes. They skilfully spread butter on their crackers, clear their dirty plates from the table and wash their hands. Staff are skilled and vigilant. This enables all children to behave well and access all activities on offer. Children are developing the skills they will need for the future.
- Leaders and staff have ensured that children have daily access to the outdoors to support healthy lifestyles. Children are energetic and physically active. For example, they carefully use tweezers to find treasure in the sand and enthusiastically help their friends to push the large tyres around the playground. Older children confidently balance on steppingstones, and younger children reach out to pop bubbles with delight.
- Children are offered a healthy diet, and routines in the setting support children's physical care needs well. However, lunchtime for some children aged under two is not organised well enough. This means some young children become irritable and restless because they wait too long before eating.
- Staff provide interesting activities to teach children about the world around them. They learn to take responsibility for their environmental impact. For example, they learn to recycle and are excited to make bird boxes. Children eagerly plant seeds in the garden, learning that seeds need sun and water to grow.

Safeguarding

The arrangements for safeguarding are effective.

There are robust procedures in place to ensure the suitability of staff. The premises are safe and secure, and staff are well deployed to ensure effective supervision. Staff know the possible signs that a child may be at risk and understand the procedures to follow to safeguard children. They understand what to do if they have concerns about the behaviour of a colleague. Staff receive regular training to keep their knowledge up to date. Staff follow robust procedures to ensure children with allergies or other dietary requirements are catered for and their individual needs are met. Children learn to keep themselves safe. For instance, older children understand how to use scissors and knives safely.

What does the setting need to do to improve?

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

- review the organisation of the lunchtime routines for younger children so they wait less time for meals
- review the planning of the role-play area to offer children an even wider range of play experiences to maximise their learning.

Setting details

Unique reference number	EY542726
Local authority	Wandsworth
Inspection number	10287435
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	165
Number of children on roll	88
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3067
Date of previous inspection	7 March 2023

Information about this early years setting

Bright Horizons Tooting Looking Glass Day Nursery and Preschool registered in 2017. The setting is open each weekday, from 7.30am to 6.30pm, all year round. The setting employs 53 members of staff, of whom 29 hold relevant early years qualifications. The setting provides funded early education for children aged two, three and four years.

Information about this inspection

Inspectors

Denys Rasmussen

Laura Brewer

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and inspector carried out a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and manager to observe the quality of teaching.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation. This included staff suitability checks and qualifications.
- A leadership meeting was held with the inspector and managers.

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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