

Inspection of Bright Horizons Eastleigh Day Nursery and Preschool

61-63 Leigh Road, EASTLEIGH, Hampshire SO50 9DF

Inspection date: 27 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

Children have warm and secure bonds with the kind and caring staff. Staff have high expectations for children's learning and behaviour. Children are kind and thoughtful towards each other. They invite each other into their play. For example, children create 'horses' and race each other, giggling away. Staff act as good role models for children. They make good use of opportunities such as mealtimes to model drinking water and talk about how it helps to keep us healthy.

Staff develop children's love of reading. They encourage children to explore books independently from an early age. Staff read regularly to children who eagerly sit and listen. Children's physical development is supported well by staff. For example, staff enable older children to take part in obstacle courses. They build on children's confidence as they go from holding hands with staff to completing the obstacle course independently.

Staff encourage children to problem-solve. For example, children eagerly get themselves 'stuck' to the tyres in the garden. Staff provide prompts to children as they work out how to 'free' their friends. There is great delight when they succeed before racing back to do it all again.

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

- The manager has devised a curriculum that challenges children and builds on what they know and can do. This helps children to make good progress and be prepared for their next stage in learning, such as going to school.
- Staff know children very well. This includes their personality, likes and dislikes and their next steps. However, at times, staff do not consider children's planned next steps well when implementing activities. For example, during activities, staff do not consistently focus on their intended aim to promote children's developing language skills.
- Staff help children learn to regulate their emotions. They also demonstrate to children that every emotion is valid and valued by staff. For example, children feel able to share any worries they may have, such as over an old graze, because staff listen and demonstrate empathy. This helps children feel safe and secure, particularly because they feel able to express themselves confidently and be listened to.
- The manager is highly reflective and evaluative. She is able to identify areas for development and skilfully uses supervision meetings to develop staff's performance in the identified areas. Staff take part in these supervision meetings regularly. Staff comment on how helpful they find these meetings, as they feel listened to and a valued member of the team. They highlight that the manager ensures that staff well-being is a high priority.

- Children with special educational needs and/or disabilities have their needs met well. Staff work well with other professionals to support children and to adapt provision as needed. Staff work closely with families to ensure the needs of a child are met. For example, staff ensure they know how to administer medication as required. This supports children to fully participate during their time at nursery.
- Staff support the development of children's mathematical skills through their interests. For example, children are encouraged to predict who might be taller when they are trying to compare each other's height. This provides children with opportunities to practise their mathematical skills and build on their previous knowledge.
- There are strong parent partnerships. Parents highly praise the nursery and, in particular, the friendliness and kindness of the staff. They comment that they feel staff really know their children. Parents explain that the staff support children's home learning through regular communication, a lending library and learning bags that can be taken home.
- Staff encourage children to develop their independence skills through everyday routines. For example, older children learn to self-serve at lunch and cut up their own fruit for snack. This helps to develop their physical skills as well as supporting their personal, social and emotional development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms that may indicate a child is at risk from harm. Staff know how to report concerns to the designated safeguarding lead as well as relevant local safeguarding partners. This includes staff knowing how to report allegations appropriately, should they need to. Staff have a strong knowledge of a variety of safeguarding topics, such as radicalisation. The manager understands the importance of ensuring staff suitability, both at the recruitment stage and on an ongoing basis. Staff help children learn about risk and assessing risk independently. For example, staff help children learn what might happen if they start in opposite directions on the obstacle courses.

What does the setting need to do to improve?

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

- support staff to further build on children's next steps in learning when implementing activities.

Setting details

Unique reference number	EY331705
Local authority	Hampshire
Inspection number	10315372
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	75
Number of children on roll	58
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	02394 217888
Date of previous inspection	25 November 2019

Information about this early years setting

Bright Horizons Eastleigh Day Nursery and Preschool registered in 2006 and is located in Eastleigh, Hampshire. The nursery opens five days a week throughout the year, from 7.45am to 6pm, except for a week at Christmas. The nursery receives funding to provide free early years education for children aged two, three and four years. The nursery employs 20 members of staff. Of these, 14 hold a relevant childcare qualification at level 2 or above.

Information about this inspection

Inspector

Natasha Jarvis

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 explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager, the Bright Horizons regional early years specialist and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents and reviewed evidence of the suitability of staff.
- The inspector observed staff and children throughout the day.

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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