

Inspection of Bright Horizons New Church Road, Hove Day Nursery and Preschool

54 New Church Road, Hove BN3 4FL

Inspection date: 8 November 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	Inadequate

What is it like to attend this early years setting?

The provision is good

Staff have made significant improvements to the key-person system since the last inspection. They build close relationships with their key children and get to know them and their families well. When they arrive, children all spend time with a person that they know well. This helps them feel safe and secure. They come in happily and settle quickly to activities.

Children respond well to staff's warm reassurance and praise. They develop positive attitudes to learning, grow in confidence and become more independent. Staff plan daily routines to encourage children to do as much as they can for themselves. For example, older children collect their own cutlery and serve their own meal at lunchtime. Staff have consistent expectations for good behaviour, and children have a clear understanding of the routines and rules. They follow staff's good example and are kind to their friends. They learn to be polite and thoughtful, taking turns with equipment and sharing resources.

Managers make good use of additional funding to ensure that all children benefit from a broad curriculum. For instance, they organise training to help staff understand how to support and include children who may need extra help communicating. This helps ensure that all children, including children with special educational needs and/or disabilities, are well prepared for their future learning.

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

- The new management team has taken swift and effective action to address weaknesses in practice and ensure that requirements are met. This has had a positive impact both on the quality of children's experiences and on staff well-being and morale. Managers and staff are highly motivated to make further improvements and continue to develop the provision.
- Staff plan and provide a wide range of stimulating activities and experiences for children. They think carefully about how to build on what children already know and can do, so that the children make consistently good progress. Staff support children to gain useful skills and knowledge for the future. For example, two-year-olds learn how to put on their shoes and wash their own hands, to help prepare them for moving into the pre-school room.
- There is lots of chatter and laughter throughout the nursery. Staff encourage conversations while children play. Younger children hear and copy new words, such as 'squash' and 'mushy', which broadens their vocabulary. Some older children confidently explain their ideas while they design a tower of blocks or mix play dough. On occasion, however, staff are too quick to offer ideas or answer their own questions and do not give children enough time to think things through for themselves.

- Staff value children as unique individuals. Children who speak English as an additional language enjoy hearing words in their home language in the nursery. For example, they use a 'talking tin' to play a recording of their parent's voice speaking to them and staff learn familiar key words. Staff sensitively teach children about different people and communities. For instance, older children learn about and show empathy for refugees who have had to leave their homes.
- Babies benefit from sensitive individual care provided by their key person. Staff carefully follow familiar home routines and build warm, caring relationships with the youngest children to support their emotional needs. Staff help older children talk about their emotions and think about how others feel. Children learn to negotiate with their friends and are considerate and well behaved.
- Partnerships with parents are strong overall. Staff keep them well informed about their child's progress. They involve parents in their child's learning in a variety of ways, including providing activities to share at home. Some staff also offer parents ideas to help their child work towards their individual next steps in learning at home. However, this is not a fully consistent approach to ensure that all parents benefit from the same good level of support.
- Managers closely monitor staff practice and provide effective support for their professional development. Staff benefit from regular supervision sessions and well-targeted individual training opportunities. For example, staff have used what they learned on a course to extend the use of simple sign language throughout the nursery. This has had a positive impact on the support for children's communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

Managers make sure all staff have a secure knowledge of safeguarding and are familiar with how to report concerns. Staff supervise children well and make careful checks of the environment to help keep them safe. There are robust systems in place for recruitment and vetting of staff to ensure their suitability. Staff involve children in risk assessments for activities and the outdoor area to help them learn to keep themselves safe. Children are thrilled to be the daily 'safety superhero'. They eagerly put on a high-visibility vest and take the clipboard into the garden to check for any hazards.

What does the setting need to do to improve?

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

- strengthen staff's skills in giving children enough time to think things through, find solutions to problems and share their own ideas
- support staff to develop a more consistent approach to involving parents in their child's individual learning at home.

Setting details

Unique reference number	EY494567
Local authority	Brighton and Hove
Inspection number	10297175
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	85
Number of children on roll	30
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01273 090688
Date of previous inspection	16 May 2023

Information about this early years setting

Bright Horizons New Church Road, Hove Day Nursery and Preschool is based in Hove, East Sussex. The nursery registered in 2015. It is open from 8am to 6pm, Monday to Friday, all year round, excluding bank holidays. The nursery is in receipt of funding for early education sessions for children aged two, three and four years. There are 19 members of staff, of whom, 10 have appropriate qualifications.

Information about this inspection

Inspector

Rebecca James

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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector held a meeting to discuss the leadership and management of the nursery.
- During the inspection, parents shared their views of the setting with the inspector, including written views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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