

# Inspection of Bright Horizons West Dulwich Day Nursery and Preschool

Old Church, 226c Gipsy Road, London SE27 9RB

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Inspection date: 9 November 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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| Behaviour and attitudes | <b>Good</b> |
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| Personal development | <b>Good</b> |
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| Leadership and management | <b>Good</b> |
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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 are happy and confident in this warm, caring nursery. They build strong, close relationships with staff, who value each child highly. Staff help children to settle well by, for instance, providing activities linked to their interests. Staff manage children's behaviour in positive ways and have high expectations of them. For instance, staff give children heart-shaped objects when they show kindness in any way. Staff support children to resolve any disagreements calmly and fairly. Children behave well. They learn to share and take turns. For example, they share resources in the pretend home corner as they play.

The curriculum is wide and balanced, and children make good progress. Children learn about the world around them by, for example, planting herbs and vegetables in the garden. Staff teach children about how things grow and where food comes from. Children gain good mathematical skills. For instance, staff sing number songs and count toy animals with children. They help children to complete shape puzzles and teach children the names of different shapes. Children learn about difference. For example, staff play music from around the world. They give children traditional meals and snacks from different countries and read stories that reflect different races and cultures.

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

- Children gain good physical skills. They enjoy steering wheeled toys down slopes and balance well along wooden planks. Children develop good small-muscle control by, for instance, using paintbrushes to create pictures and handling play dough to make models.
- Staff teach children good communication, language and literacy skills. For example, staff read a wide range of books with children, and they use recorded stories and puppets to introduce children to new words. They sing nursery rhymes and action songs, and children repeat repetitive phrases, building their vocabulary.
- Children learn to do things for themselves and develop respect for their environment. For example, children take turns to act as book monitors, who take care of books in the nursery, and cooperatively help to set the table at mealtimes. They learn to put on their shoes and coats.
- Staff support children's creative development effectively. For instance, children enjoy experiencing different textures as they play with ice cubes, flowers and coloured water. They make marks in trays lined with coloured sand and enjoy painting pictures in bright colours. Babies enjoy exploring a range of textures and materials, such as smooth, shiny metals, natural wood and soft materials.
- Staff have very strong partnerships with parents. Parents commented that 'Staff are genuinely interested in and care for children'. Staff give parents regular

updates on children's progress in flexible and effective ways. They provide good opportunities for parents to support their children's learning at home. For instance, children borrow books and resources for activities that promote the development of their small muscles at home.

- The manager supports staff well. She meets with each member of staff regularly to discuss work performance. The manager offers support, where needed, and offers staff good training opportunities. For instance, staff attended a course on outdoor play for babies, which has led to improvements in this area.
- Children develop good awareness of their feelings. For example, staff read books about different emotions and talk to children about how they are feeling each day. This helps children to gain an understanding about a variety of emotions.
- The manager evaluates all aspects of the nursery and sets clear goals for improvement. She plans to continue to develop a homely atmosphere in the nursery to enhance children's well-being.
- Staff provide nutritious, appetising meals and snacks, ensuring these meet children's special dietary needs. They ensure that children have daily opportunities to build their physical skills and encourage children to have healthy routines.
- Staff teach children good oral hygiene awareness. For instance, children use a model to practise teeth brushing, and staff read stories to children about ways to keep their teeth and gums healthy.
- At times, in the toddler room, children do not have enough time to finish what they are doing because of nursery routines. This interrupts their play and does not enable children to fully extend their learning.
- Staff sometimes miss opportunities to encourage children to solve problems for themselves as they play, such as when they create models with bricks.

## Safeguarding

The arrangements for safeguarding are effective.

Staff prioritise children's safety. They ensure that activities have a maximum number of children to enable safe practice. Staff carry out regular headcounts of children throughout the day, as well as during routine changes, to keep children safe. They perform comprehensive health and safety checks covering all parts of the nursery, including the garden, to reduce the risk of hazards. Staff have good safeguarding knowledge. They know the signs and symptoms to look out for that might indicate that a child is at risk of abuse. Staff have full awareness of procedures to follow to report their concerns. They attend regular safeguarding training to update their skills and knowledge.

## What does the setting need to do to improve?

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

- review routine activities so that they have minimal impact on children's learning, particularly in the toddler room
- develop children's problem-solving skills further, to extend their learning.

## Setting details

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| <b>Unique reference number</b>                     | EY493523  |
| <b>Local authority</b>                             | Lambeth   |
| <b>Inspection number</b>                           | 10308508  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Full day care   |
| <b>Age range of children at time of inspection</b> | 0 to 4  |
| <b>Total number of places</b>                      | 76  |
| <b>Number of children on roll</b>                  | 80  |
| <b>Name of registered person</b>                   | Bright Horizons Family Solutions Limited  |
| <b>Registered person unique reference number</b>   | RP901358  |
| <b>Telephone number</b>                            | 020 3780 3052   |
| <b>Date of previous inspection</b>                 | 29 March 2018   |

## Information about this early years setting

Bright Horizons West Dulwich Day Nursery and Preschool re-registered in 2015 and belongs to Bright Horizons Family Solutions Limited. The nursery is open from Monday to Friday, 8am to 6pm, for 51 weeks of the year, and is closed on public bank holidays. There are 25 staff, including the manager, 19 of whom hold appropriate early years qualifications. This includes three staff who hold a degree in early years education. The nursery accepts funding for free early years education for children aged three and four years.

## Information about this inspection

### Inspector

Jenny Beckles

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager carried out a joint observation of a group activity with the inspector.
- During the inspection, the inspector went on a learning walk around the nursery with the manager to discuss the aims of the curriculum.
- The inspector observed the interaction between staff and children and spoke with children, when appropriate.
- During the inspection, the inspector held a meeting with the manager and viewed a sample of some documentation.
- The inspector considered the views of staff and parents during the inspection.

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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