

# Inspection of Bright Horizons Floral Place Day Nursery and Preschool

2 Floral Place, Northampton Grove, Islington, London N1 2PL

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Inspection date: 12 December 2023

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Staff do not always keep children safe in the nursery environment. Children's health and safety is compromised because staff do not always supervise them adequately.

The quality of the curriculum is not good enough. Some staff plan interesting and engaging learning opportunities from which children benefit. For example, children explore different colours as they mix them into water or use mathematical language as they build with 3D shapes. However, at other times, there is not a clear learning purpose for what the children are doing. Although children often play happily, either alone or with peers, staff do not support them consistently to make progress in their learning as they play.

Children form bonds with staff, who speak to children in warm and engaging tones. Staff support children to behave well by praising them warmly when they show positive behaviours. Children benefit from the responsibilities they are given to help out during the day, such as when they set the table for lunch with staff. This gives children a sense of pride. However, staff do not always help children to develop positive attitudes to learning, such as on the occasions when a few children wander around without staff supporting them to engage in play.

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

- Staff do not always supervise children well enough to keep children safe. For example, as babies play in the garden, some staff sit with one or two children without maintaining adequate peripheral vision to support other children. This results in some children wandering off into other parts of the garden or engaging in unsupervised risky play such as climbing on and off of a wooden ledge, or picking up and moving heavier resources such as a small wooden bench.
- Leaders do not consider the deployment of staff carefully enough to ensure that staff are always deployed in the best way to meet the needs of the children. For example, at the beginning of the day, although there is the required staff-to-child ratio, leaders do not ensure that there are enough qualified and experienced staff within the baby room to meet the needs of all the babies who arrive first thing in the morning.
- The provider ensures that staff have access to plenty of professional development opportunities, both online and in person. However, leaders do not monitor the impact of these professional development opportunities effectively. They have not accurately identified the areas of practice in which individual staff members need to improve and provided targeted support for these areas. This means that staff practice is not yet consistently good.
- Some staff in their role as key persons have a good understanding of the

individual needs of their key children and how to support them to make continuous progress. However, not all staff know appropriate next steps for their key children and how to support them to achieve these next steps effectively. This means that the progress children make is variable.

- The manager understands how to identify children, including children with special educational needs and/or disabilities, who may need extra support to catch up with their peers. She understands how to work with the local authority and other relevant agencies to access support for any child who needs it. However, the manager and other staff do not always understand or use effective strategies to meet the needs of children who may need extra support to meet their individual learning goals.
- Staff get down to children's levels and support children who choose to engage with them well. They talk about what they are doing and model new vocabulary to the children as they play. However, staff do not consider carefully enough how to support other children who choose to engage less in adult-led activities with their language skills.
- Staff support children to develop their self-care skills well. Children carefully wash their hands before eating. They serve themselves food, pour their own drinks and clear their plates after eating. In the pre-school room, staff teach children to recognise their emotions and begin to explain why they feel this way. This teaches children some important skills that will help them in the next stage of their learning journey.
- The manager ensures that she is easily accessible to parents and responds to any parental concerns in a carefully considered manner. Leaders take into account suggestions from parents and implement these suggestions where relevant. The manager has organised several events to involve parents in the life of the nursery, such as trips, shows, celebrations and invitations to come in and read a story or share a religious celebration with the children. This helps to build strong parent partnerships.

## Safeguarding

The arrangements for safeguarding are not effective.

Following a recent safety incident, leaders have attempted to implement improvements to staff deployment to ensure that children are always supervised effectively. However, these measures have not yet been effective, and supervision of children is still not good enough to keep children safe and meet children's individual needs.

Leaders and staff understand processes to follow if they have concerns that a child may be at risk of harm.

Staff follow strong practices around hygiene. For example, they support children to change their cutlery if it falls on the floor and make sure that children understand the importance of washing their hands before eating.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
improve arrangements for staff deployment to ensure that children are appropriately supervised to keep them safe and supported effectively in their learning and development	05/01/2024
monitor, reflect on and improve the effectiveness of staff's professional development to ensure that this leads to consistently good practice	05/01/2024
ensure that the key-person system supports every child to access appropriate learning opportunities and make good progress in their individual learning journey.	05/01/2024

## Setting details

<b>Unique reference number</b>	131687
<b>Local authority</b>	Islington
<b>Inspection number</b>	10320583
<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>	48
<b>Number of children on roll</b>	42
<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 3005
<b>Date of previous inspection</b>	27 September 2018

## Information about this early years setting

Bright Horizons Floral Place Day Nursery and Preschool registered in 1991. The nursery is one of the Bright Horizons group and operates from the ground floor of a building in Canonbury, in the London Borough of Islington. It is open every weekday, from 7.30am to 6.30pm, for 51 weeks of the year. The nursery employs 11 permanent staff and also uses bank staff. Of these, 10 hold relevant qualifications. The nursery is in receipt of funding for the provision of free early years education for children aged three and four years.

## Information about this inspection

### Inspector

Jenny Gordon

## Inspection activities

- This was the first routine inspection the setting 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 and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.
- This inspection was carried out following Ofsted's risk assessment process.

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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