

# Inspection of Bright Horizons St John's Wood Day Nursery and Preschool

70 Marlborough Hill, LONDON NW8 0NH

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Inspection date: 12 January 2024

<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 settled at this nursery. They arrive excited to engage in their learning and are greeted warmly by staff, who know them well. Leaders implement a progressive curriculum for all children, including children with special educational needs and/or disabilities. This helps all children to make good progress from their starting points in learning. There is a strong focus on children's language and communication throughout the nursery. Staff support children to become confident talkers. They ensure that they allow time for children to think about their answers when asking questions.

Children's behaviour is good. Staff encourage them to talk about how they are feeling. They share books which help children to understand their emotions. Staff create opportunities for children to develop their learning in all areas. They encourage children to be independent and access resources for themselves.

Staff and children enjoy singing and dancing in the nursery. Older children change the words in their favourite songs and confidently perform these to staff. Younger children enthusiastically join in with the actions for their favourite songs during dancing and music sessions. They clap and cheer when they finish each song and wait excitedly to find out what song they will hear next.

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

- Children love listening to stories at the nursery. They move closer so they can get a better look at books when staff read with them. Children like to read on their own or with an adult. Older children choose to sit and look at books, including those which reflect different languages. Younger children who are not mobile have books available at their level. They enjoy lying on their tummies and looking at the pictures as they turn the pages.
- Staff support children's mathematical development well across the nursery. Younger children help staff to count how many children are in their room today. Staff introduce challenges to support older children to further develop their understanding of number. For example, they create a mission for a group of children to find numbered penguins which have been hidden in the nursery garden. Children excitedly hunt for all the numbers and put them in order from one to 10.
- Children develop their independence skills as they move through the nursery. For example, children in the toddler room feed themselves with a spoon. Older children learn how to use knives and forks, pour drinks and serve their own food. There are systems for children to clear up after themselves at mealtimes. However, at times, staff do not consistently reinforce their expectations with children, which results in them not fully understanding the rules and routines.

- Staff provide a range of activities which support children's physical development in the nursery garden, as well as indoors. Children practise their balancing skills as they complete an obstacle course and try to walk on stilts. Staff's interactions are generally of very high quality across the nursery. However, sometimes when children play outside, staff focus more on reminding children about what they should not do, rather than letting them take a lead in their play.
- Parents speak positively about their child's time in the nursery. They praise staff for the support that staff have given to their children. Parents also appreciate the support which staff give to them to help them prepare their children for school. They report that communication is good and enjoy the regular updates through an online app.
- Staff understand their safeguarding roles. They explain what they would do if they had a concern about a child or the behaviour of an adult working in the nursery. Staff say they are happy working in the nursery. They feel their well-being is valued and they are encouraged to develop their career within the company. Staff report that leaders are responsive to their need to have a good work-life balance.
- Leaders work with staff to ensure that their practice continually improves. They have a comprehensive induction procedure in place and experienced staff receive regular supervision meetings to discuss any concerns or training needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- ensure that staff consistently reinforce the rules and routines so that children understand what is expected of them
- continue to support staff to ensure that all interactions with children are consistently high quality throughout the nursery.

## Setting details

<b>Unique reference number</b>	EY368138
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10314736
<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>	80
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	0203 780 3027
<b>Date of previous inspection</b>	2 May 2018

## Information about this early years setting

Bright Horizons St John's Wood Day Nursery and Preschool registered in 2008 and is located in the London Borough of Westminster. It is open each weekday, from 7.30am to 6.30pm, throughout most of the year. The nursery receives funding to provide early years education for two-, three- and four-year-old children. It employs 18 members of staff, 13 of whom hold relevant childcare qualifications from level 2 to level 6.

## Information about this inspection

### Inspector

Kathryn Irvine

## 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager carried out joint observations of group activities with the inspector.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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