

Inspection of Bright Horizons Raynes Park Day Nursery And Preschool

3 Spencer Road, Raynes Park, LONDON SW20 0QN

Inspection date: 13 February 2024

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children are content and safe. Staff are enthusiastic, however, the quality of teaching is inconsistent. This means learning and development opportunities for the children are compromised. Staff set out activities with clear intent, however, staff with younger children can dominate activities, not allowing them to follow their own ideas at their own pace. This lessens opportunity for exploration and learning.

High noise levels in the baby room distract children from being able to concentrate. Some staff speak loudly over children, not listening for their response. Some staff consistently narrate what is happening, pose questions and quickly answer with no pause for thought. Staff do not always recast words back to younger children to clarify their speech.

Some staff can make decisions for children, for example, removing paper when a child is still busy or choosing paint in favour of one a child has chosen. Some staff interrupt children when they are busy, disturbing their play and breaking their engagement. Some staff try to entice children into playing what they want them to do without taking into account what the children are already doing.

Staff in the younger rooms do not show a good understanding of how to manage behaviour. This means that younger children are unsure of expectations and are not given a clear message. Unwanted behaviour is not always seen or challenged effectively, and this means learning can be disrupted. However, staff in the pre-school room give clear expectations; therefore, the room is calm and the children are engaged.

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

- At the previous inspection, the provider was set actions to improve the quality of teaching and learning. Despite some effort to improve, this has not been achieved. Staff have regular supervisions and opportunities for training. However, training is not sharply focused on individual learning needs, making it ineffective. This has a direct impact on the quality of education and experiences for all children.
- Staff observe children and use their knowledge of the children to create activities. Staff make use of assessment to think of next steps for their key children. Staff take time to create attractive activities for the children. However, some staff do not always show an understanding of how children learn. Staff in younger rooms can dominate activities, meaning opportunities for exploration and learning are lost.
- Generally, staff are positive towards the children and are affectionate. However,

staff frequently pick up young children without consent. This can disrupt learning or can take away autonomy. For example, not giving children the opportunity to self-regulate.

- Parents are happy with the way information is shared by the nursery. Parents report good relationships with friendly staff and enjoy seeing photographs and reading regular updates of what children enjoy during the day. Parents appreciate staff taking a gradual approach to help children with transitions, such as moving from the baby to toddler room. Staff manage this well, ensuring that children are not rushed and are familiar with the next move before making it.
- Management report positive relationships with outside professionals and value support from the local authority. Staff work together with outside professionals to make plans for those children who may need additional support, including children with special educational needs and/or disabilities. Staff share information with parents to help promote consistency.
- Staff in the pre-school room respond to the interests of children by providing coloured sand to scoop into home-made paper cones. Pre-school children engage well and focus on using their fine motor skills to scoop the sand into the cones, pretending it is ice cream. They concentrate well and use their imagination, offering each other delicious flavours. Staff place pictures of ice cream in the home corner to spark their imagination.
- Staff in younger rooms do not always tune into children's needs. Eager staff are generally quick to pay attention to children, however, they do not take time to consider what the children are telling them or what they want. Staff frequently speak over children; they do not always listen to babble or give young children time to speak. This means opportunities for language development are lost. Staff do not always give younger children the tools to think creatively or critically as they direct children's play.
- Staff show a clear understanding of safeguarding and what to do should there be a concern. Staff know signs and symptoms of abuse and understand how to follow up any reports made. Staff feel confident to whistle-blow and know how to follow the procedure. The provider follows a robust safer recruitment process and ensures that staff are trained in paediatric first aid. Parents share information with staff about children's care and health needs. Staff manage allergies of children well.

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

	Due date
take action to identify and enable staff training needs to ensure all children receive consistent high-quality care and education	23/02/2024
take action to identify and enable staff training needs to ensure consistently high-quality teaching and interactions to help all children make good progress in their learning and development	23/02/2024
ensure staff use a consistent approach in managing children's behaviour to help children understand the expected behavioural boundaries.	23/02/2024

Setting details

Unique reference number	2556617
Local authority	Merton
Inspection number	10282932
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	62
Number of children on roll	51
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3048
Date of previous inspection	23 February 2023

Information about this early years setting

Bright Horizons Raynes Park Day Nursery And Preschool registered in 2019. It is located in Raynes Park, in the London Borough of Merton. The nursery operates each weekday, from 7.30am to 6.30pm, throughout most of the year. The provider employs 25 members of staff, 17 of whom hold childcare qualifications from level 2 to level 6. The nursery receives funding for the provision of early education for children aged three and four years.

Information about this inspection

Inspector
Zoe Duggan

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 inspector observed the quality of interactions between staff and children.
- The inspector observed the quality of the education being provided across the pre-school, both indoors and outdoors, and assessed the impact on children's learning.
- The inspector and manager carried out a joint observation in the pre-school room.
- Parents shared their views of the setting with the inspector.
- The manager joined the inspector on a learning walk and talked to the inspector about the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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