

Inspection of Bright Horizons Springfields Day Nursery and Preschool

Beacon Street, Lichfield, Staffordshire WS13 7BJ

Inspection date: 13 February 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and flourish in this exceptional nursery where all their individual needs are consistently met. Throughout the nursery, staff continually enhance children's experiences and create an environment which ignites an insatiable curiosity and thirst for learning. Babies receive exceptional care from staff who know them incredibly well. They form extremely strong attachments which helps them to feel safe and secure. Staff sit and read stories to babies who enjoy exploring textured books. They use animated voices and props which captivates babies' engagement. Younger children are developing their understanding and knowledge at an amazing pace. Staff skilfully interact with them as they explore a fairy house. Hidden items are put inside, and they look at whether the door is open or closed and what is inside. Children are excited to find hidden animals in sand. They take these out and talk about them and the sounds they may make.

All children make independent choices in their play and learning. Children benefit from time spent outdoors no matter what the weather. The older children choose to play indoors or outdoors whenever they please. They have learnt if it is raining, they will need their coats on and hoods up. Children confidently use their self-care skills as they dress themselves and toilet independently. Staff support children to gain experiences in using their small muscles skills in preparation for early writing and pencil control. Children enjoy manipulating play dough to make 'pancake stacks' for staff. They use tweezers to find hidden 'worms' in soil. Children behave impeccably. They have so much affection and consideration for their friends and each other. They can resolve conflicts easily and know how to share and take turns. Children ooze confidence and are ready for their next stage of learning.

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

- The manager is a passionate and inspirational leader. She empowers staff to plan and lead the children's learning within their rooms, while keeping meticulous oversight throughout the nursery. If any weaknesses are identified, support plans are swiftly implemented so quick improvements are made.
- The manager and room leaders complete highly effective supervisions and observations of staff practice. A highly focused training programme is used to continuously build on staff's knowledge and expertise. This means the quality of teaching is of a consistently high standard. Staff report high levels of well-being. They enjoy being able to bring their passion into the nursery. For example, staff knit lactation blankets and little hats for premature babies at the local hospital. They support parents and grandparents to assist by providing knitting patterns.
- The curriculum is ambitious and highly effective at ensuring all children gain the skills required for their eventual move to school. Children make outstanding progress. Older children confidently complete early mathematical sums. For

example, staff talk about the pretend pancakes children have made. They ask what happens if they eat one and then take another away. Children can work these simple sums out and eagerly respond. Staff praise children which helps to promote and boost their self-esteem.

- Support for children with special educational needs and/or disabilities (SEND) is amazing. Staff are in tune with every child and are dedicated to support children who may need extra help. Each child has a dedicated care plan and one-to-one targeted support helps children make the best possible progress they are capable of. Exceptional working relationships with other professionals ensures transitions to school for all children is seamless.
- Children are fascinated with Chinese New Year and relish in making their own dancing dragon. They work together to cut out different coloured tissue paper and fix this to the dragon's head, so he breathes out 'fire'. Staff enhance this activity further by asking the workmen who are working on the roof to film their blowtorches. Children talk excitedly about the dragon on the roof and that he breathes real fire. Once children perform their dancing inside the dragon, they use an atlas to look where China is. This helps them to build on their knowledge and understanding of different festivals, communities, and countries.
- Staff know all the children superbly well. They use their knowledge of children, their interests, and dislikes to precisely plan activities they know children will be thrilled with. Consequently, children spend long periods of time fully engrossed in their chosen play. If children miss their favourite activity, then staff ensure this is provided again for them. For example, children with SEND miss dancing to 'boogie mites' due to being engrossed in a different activity. Staff are so in tuned to children that they immediately know when the opportune moment arises to provide this again for them to enjoy.
- Children are constantly exposed to a rich vocabulary of words. Staff are excellent teachers. Every interaction is filled with language which allows children to practise their developing communication skills. Lunchtime is a social affair and staff sit with children and hold varied conversations. Children have lots of opportunity to be independent. Even the youngest children pour their own drinks and help themselves to freshly prepared food. Stringent checks ensures that all the dietary requirements for children are consistently met.
- Parents are overwhelmingly positive about the nursery and how amazing the staff are. They say the progress their children make is exceptional and they wish they could stay longer. Information is shared via an online application and also verbally every day when parents come indoors to drop off or collect their children. Parents can also access activities and staff share ideas with them to help them support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY286822
Local authority	Staffordshire
Inspection number	10332599
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 5
Total number of places	119
Number of children on roll	142
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01543 223365
Date of previous inspection	14 November 2019

Information about this early years setting

Bright Horizons Springfields Day Nursery and Preschool registered in 1989 and is situated in Lichfield, Staffordshire. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery employs 37 members of staff. Of these, 26 hold early years qualifications at level 3, one holds a qualification at level 2, one has achieved early years qualified teacher status and three hold a degree in early childhood studies. The setting provides early education funding for two-, three-, and four-year-old children.

Information about this inspection

Inspectors

Johanna Holt
Emma McCabe

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with the manager and representatives for the nominated individual about the leadership and management of the setting.
- Parents shared their views of the setting with the inspectors.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors carried out joint observations of group activities with the manager and deputy manager.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspectors during the inspection and told them what they liked about their 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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