

Inspection of Bright Horizons Bexleyheath Day Nursery And Preschool

24 Brampton Road, Bexleyheath, Kent DA7 4HD

Inspection date: 16 April 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Staff build secure and trusting relationships with children. They work well with parents to help ensure that children's needs are met. As a result, children feel safe, secure and settle well into the nursery. Children arrive at the setting feeling happy, ready to play and learn. They are confident, self-assured and independent.

Leaders are clear about what they want the children to learn and why. For example, leaders have designed a curriculum with a sharp focus on nurturing children to become emotionally secure and resilient as they progress in their education. Staff are gentle towards the children and build respectful relationships with them. Children are sociable and their behaviour is exceptionally good. They are highly considerate of each other and play extremely well together.

Leaders set high expectations for all children, including those identified as having special educational needs and/or disabilities (SEND). Leaders and staff work very closely with parents and outside agencies to implement robust support plans for these children to help ensure that the curriculum meets their needs.

Staff in the pre-school room prepare children well for their next stage in learning, including starting school. They teach children who have mastered the concept of counting to solve simple addition and subtraction problems using objects. They challenge the children further to write down their answers. Some children can easily identify and write their names. Children are highly motivated and display a positive attitude to learning.

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

- Leaders are committed to provide the best quality care and education to all children. They ensure that the curriculum is challenging and broad to help ensure that children develop secure foundations for their next stage in learning. Despite leaders being very clear in how they want staff to implement the curriculum aims, not all staff follow the same approach to ensure that all children receive consistently high-quality teaching to help them make even better progress in their learning and development.
- Leaders and staff are fully aware of the impact that the COVID-19 pandemic has had and continues to have on some children's development and learning. They have prioritised and strengthened opportunities to develop children's spoken language development. Staff introduce children to new vocabulary and sentences through conversations, songs and stories. Older children use new words that they have learned, such as 'gigantic' and 'enormous' while looking at different sizes of stones. Younger children enjoy singing rhymes that they are familiar with and listening to stories.

- Staff encourage children to be kind and to develop good friendships. They encourage children to play with and alongside their friends, throughout the day. Staff use mealtimes to foster social relations and independence skills. For example, after children have finished eating, they pick their friend's place mat and find them to come and have lunch. Children are encouraged to serve their meals, empty leftover food into a bin and clean their faces before going off to play. Children fully understand and follow the routines without being prompted.
- Children behave well and show genuine kindness to others. For example, toddlers help their friends who are learning to ride a bike by giving them a gentle push so they can move. Older children work together as a team. Staff are highly skilled in supporting children to understand the expected behavioural boundaries. They encourage children to share, take turns and talk about how they feel. Children are respected and given a voice in the nursery.
- Support for children with SEND, and those who may be at risk of falling behind, is extremely good. Leaders and staff are quick to implement specific and personalised support to ensure that these children's needs are met. They work effectively with parents and other professionals to ensure that the transition from nursery to school is seamless.
- Arrangements for the supervision and training of staff are good. The management team carries out regular room observations and supervisions to monitor staff's practice. However, some weaknesses in staff's practice have not been fully addressed. For example, on some occasions, staff are not always attentive to children's individual needs, particularly in the toddler and baby rooms. That said, the management team is keen to implement clear, targeted plans to support individual staff to help ensure consistently high-quality care and education across the setting.

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:

- improve oversight of the teaching and learning across the setting to help ensure that the curriculum aims and implementation are securely embedded
- enhance staff supervisions and provide targeted support for individual staff to precisely address minor inconsistencies in staff's practice, and to help raise the overall quality of care and education to the highest level as possible.

Setting details

Unique reference number	EY549410
Local authority	Bexley
Inspection number	10336991
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	1 to 4
Total number of places	95
Number of children on roll	146
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3050
Date of previous inspection	20 February 2019

Information about this early years setting

Bright Horizons Bexleyheath Day Nursery And Preschool re-registered in 2017. It is open Monday to Friday all year round from 8am to 6pm. There are 48 staff working with the children, 34 of whom are qualified at level 2 and above. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Josephine Afful

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 provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector spoke with staff and held meetings with the management team at appropriate times.

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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