

# Inspection of Bright Horizons New Eltham Day Nursery and Preschool

699 Sidcup Road, New Eltham, London SE9 3AQ

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Inspection date: 24 April 2024

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|------------------------------|-------------|
| <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 enjoy their time at this welcoming nursery and behave well. They benefit from warm relationships with their key persons, who know them well. Staff form close attachments with children and provide nurturing care. This helps children to feel safe and secure. Children are sociable and form friendships.

The manager and the staff team place a key focus on providing high-quality care and learning for all children in the nursery. Staff focus on children's communication and language development, emotions and independence. They work together to embed a well-planned curriculum that supports children to build on their skills and knowledge.

Children are keen to explore their learning environment and enjoy spending time engaging in activities with staff. Babies are encouraged to have a go as they push buttons and squeeze balls to hear sounds. Toddlers race around in toy cars and ask staff to chase them. Pre-school-age children use their curiosity to investigate the natural garden environment and look for bugs.

Leaders and staff are ambitious for children and their families. All children, including those with special educational needs and disabilities (SEND), develop good attitudes to learning. This prepares them well for their next steps in learning.

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

- The manager has a good understanding of child development and how children learn. She observes staff daily and assesses their skills and the impact that their practice has on children's learning and development. Staff feel valued and supported by the manager and leadership team.
- The manager and leaders think carefully about how they spend any additional funding that children receive. For example, to support children with SEND, they bought resources for their sensory room where children can spend time away from the larger group when they need it. This helps children to learn and develop strategies for regulating their emotions and feelings, especially children with SEND.
- Staff plan well-sequenced learning opportunities for children. They plan experiences, such as local outings, to help children to understand what they are learning at nursery. For example, they visit the train station to learn about modes of transport. Very occasionally, children are less engaged in activities. Staff do not closely consider children's backgrounds and interests when they plan activities. At times, this has an impact on children's level of interest and engagement in the learning experiences provided for them.
- Children develop their independence and self-care skills well. Staff consistently

assess how they can make daily routines more suitable for children's individual needs. For example, flexible lunchtimes have been introduced to avoid interruptions to children's play. This also helps children to recognise the changing needs of their bodies. However, staff are sometimes unaware of the impact of changes that they make. For example, some children forget to wash their hands before lunch until staff remind them.

- Staff support children's communication and language skills well. Staff sing with babies and use puppets to encourage them to interact and babble. Babies respond by clapping their hands to acknowledge achievements. Toddlers build on their language skills and use their imagination as they pretend to talk on 'phones'. Staff use this opportunity to extend their vocabulary further. Older children demonstrate a love for books as they independently choose stories, turn pages, and look closely at illustrations.
- Parents value the service that the staff team provide. They notice the progress that their children make in their development and comment on children's increased confidence. They speak highly of the caring staff as well as the lending library and home learning corner. This helps parents to engage with their children's learning at home.
- Staff share accurate assessments of children's learning with parents. They use technology to promote a two-way flow of information-sharing about children's personal care and learning. Staff encourage parents to participate in social events and provide sensitive support and advice about children's development. This has a positive impact on children's learning.

## **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:**

- continue to monitor teaching so that staff in all rooms implement activities that consider the individual learning needs and backgrounds of children
- strengthen children's understanding of the importance of good hygiene practices.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                     | EY286821  |
| <b>Local authority</b>                             | Greenwich   |
| <b>Inspection number</b>                           | 10333275  |
| <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>                      | 142   |
| <b>Number of children on roll</b>                  | 118   |
| <b>Name of registered person</b>                   | Bright Horizons Family Solutions Limited  |
| <b>Registered person unique reference number</b>   | RP901358  |
| <b>Telephone number</b>                            | 020 3906 6579   |
| <b>Date of previous inspection</b>                 | 28 June 2018  |

## Information about this early years setting

Bright Horizons New Eltham Day Nursery and Preschool registered in 1995. The nursery is located in New Eltham, in the London Borough of Greenwich. The nursery is open from 7am to 6.30pm, for 51 weeks of the year. The nursery receives funding to provide free early years education for children aged two, three and four years. The nursery employs 33 staff, of whom 19 staff, including the manager, hold appropriate childcare qualifications.

## Information about this inspection

### Inspectors

Anja Eribake  
Kareen Jacobs

## 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 have taken that into account in their evaluation of the provider.
- The manager joined one of the inspectors on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspectors observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspectors.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Staff spoke to the inspectors during the inspection, who took their views into account.
- The inspectors held discussions with the leadership team, including the manager, about the setting's practices and procedures.

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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