

# Inspection of Bright Horizons Chilworth Day Nursery and Preschool

University Parkway, Southampton Science Park, SOUTHAMPTON SO16 7PT

---

Inspection date: 3 July 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 Good

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager has clear intent for staff to provide all children with an ambitious curriculum, including children with special educational needs and/or disabilities (SEND). She works with staff to review, adapt and continually improve the organisation of the learning environment. For example, staff now provide children with a wealth of interesting, accessible, resources made from natural materials that successfully capture their interest in learning.

Staff carefully consider children's interests, choices and development during all activities. This supports children in their exploration and promotes their confidence to make choices. For example, they respond to children's great enjoyment of playing outdoors throughout the day, providing them with a wide range of activities and an exciting outdoor learning environment. Staff join in children's play and help them to achieve what they set out to do. For instance, children thoroughly enjoy using a hose pipe to re-fill containers with water and using kitchen utensils to transfer bark chippings into saucepans and frying pans.

Staff have clear expectations for children's behaviour. They consistently adapt their communication with children according to their age and stage of development, to help them understand and manage their feelings and emotions. As a result, children are happy and settled.

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

- Since the last inspection, staff have improved partnership with parents. With the support of senior managers, they have introduced numerous new initiatives that inspire parents to continue their children's learning at home. This includes detailed information about the curriculum and an online system which staff and parents use to share information about children's individual needs and progress.
- The special educational needs coordinator has a good understanding of her role and responsibilities. She works well in partnership with parents, staff and other professionals to create and use individual learning plans for children with SEND and reduce gaps in their development.
- Staff use their good knowledge of the curriculum and children's individual needs to help them make good progress from their starting points overall. For example, they support children to listen and concentrate well during group story times and inspire children to use their imagination to make up their own stories. However, staff do not consistently challenge and extend children's mathematical development.
- Staff support children's communication and language development very well, including children with English as an additional language. They skilfully build children's vocabulary and confidence to talk. For example, they sing rhymes and

songs with children and engage them in conversation when they decide tools and sand to make a 'dam'.

- Staff focus strongly on supporting and meeting children's individual emotional needs. They have a kind, caring approach and build nurturing, positive relationships with children, including babies, giving them lots of reassurance. Children are happy, settled and develop good social skills.
- The manager works well with staff to maintain children's good behaviour. Staff consistently encourage children to share and take turns during their play. Since the last inspection, staff have adapted planning to provide children with additional adult-led activities after lunchtime that keep them focused and engaged.
- Staff support children's physical development and enjoyment of learning outdoors very well. For example, they help children develop control of their movements, as they teach them to balance on planks of wood and old car tyres. Staff provide children with a wide variety of resources and activities that inspire them to use their imagination and be physically active, such as music and movement.
- Staff have a good understanding of children's individual care needs. For example, they have a comprehensive knowledge of how to respond if a child needs medical attention.
- Staff help children develop the skills they need for the future, including independence. For instance, they support children well as they learn to use tongs to serve themselves at mealtimes and learn how to wipe their faces after eating. Older children learn to put on their coats, use the toilet and wash their hands, while staff stay close by and offer support when needed.

## **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:**

- strengthen the curriculum for mathematics to extend and challenge this area of children's development further.

## Setting details

<b>Unique reference number</b>	EY417465
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10354601
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	64
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	02380 019087
<b>Date of previous inspection</b>	5 July 2019

## Information about this early years setting

Bright Horizons Chilworth Day Nursery and Preschool registered in 2011. It is located in Chilworth, Southampton. The nursery opens each weekday from 7.45am until 6pm all year round, except for one week at Christmas and all public holidays. The nursery receives funding to provide free early education to children aged two, three and four years. There are 21 staff employed to work with the children, of whom 15 hold relevant early years qualifications from level 2 to level 6.

## Information about this inspection

### Inspectors

Cathy Greenwood  
Lindsay Osman

## Inspection activities

- This was the first routine inspection the provider 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 manager and one of the two inspectors completed a learning walk and a joint observation together.
- The inspectors observed how staff support children during indoor and outdoor activities and assessed the impact this has on their learning.
- The inspectors spoke with parents, managers, staff and children during the inspection.
- Managers met with the inspector and discussed the leadership and management of the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024