

Inspection of Bright Horizons Basildon Day Nursery and Preschool

C/o David Lloyd Leisure Club, Festival Leisure Park, Pippis Hill Rd South, off Cranes Farm Road, Basildon, Essex SS14 3DG

Inspection date: 26 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The manager and her team ensure children and their families are welcomed into the inclusive and homely nursery. They are greeted by enthusiastic staff who are genuinely pleased to see them. The nursery is vibrant and exciting and overall, delivers a broad, stimulating and ambitious curriculum. The staff know the children well as they have invested time in getting to know them and their family before they attend. This means activities are planned to build on what children already know and what they need to learn next. Staff also plan learning opportunities with the 'Bright Horizons nurturing behaviour' principles underpinning the activities planned. The team recognise that happy children who are interested in their environment, learn well. Therefore, there is a strong focus on children's emotional development.

Children are confident and demonstrate they feel safe and secure. They ask lots of questions, show curiosity and are keen, eager learners. Gentle and attentive staff are skilful in their interactions. They provide children with lots of praise and encouragement and recognise their achievements. Children listen with intent and follow staff's instructions. They have established trusting bonds with their key person. Children are kind to one another and have made friendships. Their behaviour is very good.

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

- The quality of teaching is good. The management team has high expectations for all children attending. The manager ensures that the curriculum provides appropriate challenge and is securely embedded across all areas of learning, both indoors and outdoors.
- Children learn the skills they need to be independent. For example, they are positively encouraged to have a voice and make choices. They are supported to take care of their personal needs. They learn to dress themselves, pour drinks with skill and serve their lunch. These opportunities prepare children for successful future learning and for the transition to school.
- Good opportunities are provided through activities and daily routines to promote children's mathematical development. For example, children learn how to play hopscotch. They throw pebbles on numbers in order. They talk about numbers being higher or lower. They complete simple sums as they sing familiar songs. Staff use opportunities during all activities to help children learn about number recognition, sequencing, shape, and size.
- Care is taken to ensure babies individual routines are supported. Babies are welcomed into a cosy and homely environment. Attentive staff cuddle and sooth babies when they become tired. They enjoy singing and dancing and even the youngest babies, demonstrate they are happy. Babies are supported well during

mealtimes. They are encouraged and fully supported to 'have a go' at feeding themselves as they are offered spoons and enjoy the praise they receive for their efforts.

- The special educational needs coordinator is very knowledgeable about her role and is committed to ensuring all children are well supported. Staff use early intervention strategies to ensure children can actively participate in all aspects of the nursery. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- Staff are encouraged in their own professional development. There is a culture of evaluating and sharing new ideas. For example, staff members share training opportunities with the wider team and support them when introducing new strategies, such as the introduction of Makaton. However, sometimes staff do not challenge or extend the learning of the younger, most able children.
- Children learn about the world around them through planned activities and visitors to the nursery. For example, different professions such as police, doctors and vets visit and tell them about their role. Children learn about life cycles and explain to visitors to the nursery how they grow butterflies from caterpillars. They make beautiful creations using collage materials of the butterflies they have watched grow.
- Strong, effective partnerships have been established with parents, who express their complete confidence, appreciation and gratitude for the wonderful support their children receive. They comment that they are impressed with the progress their children make and the excellent communication from the 'amazing staff team'.

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 staff knowledge about how to support and challenge the younger, most able children's learning.

Setting details

Unique reference number	EY286089
Local authority	Essex
Inspection number	10351831
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	83
Number of children on roll	132
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01268 206269
Date of previous inspection	22 October 2018

Information about this early years setting

Bright Horizons Basildon Day Nursery and Preschool registered in 1999. The nursery employs 40 members of childcare staff, of whom 32 hold appropriate early years qualifications at level 2 and above. It operates Monday to Friday from 7am until 6.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 setting.
- The manager, deputy manager and the inspector completed a learning walk together and discussed the curriculum and what the team wants the children to learn.
- 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 manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children at the inspection.
- Parents provided the inspector with oral and written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the 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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