

Inspection of Bright Horizons Highams Park Day Nursery and Preschool

16a, Handsworth Avenue, London E4 9PJ

Inspection date: 16 July 2025

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

Children are happy and settled at this warm and welcoming nursery. Staff and children develop secure relationships, and children clearly feel safe in their care. This enables children to explore their surroundings with confidence, making decisions about how and what they wish to play with. Staff know their key children well. They can describe their individual interests and next steps of development. Staff use this knowledge to plan learning opportunities for children. This leads to high levels of engagement and interest in the activities on offer. For example, babies select interesting musical instruments to shake and bang in the garden. They enjoy their familiar staff singing nursery rhymes to accompany their music.

Staff work together to deliver embedded routines and expectations of children. They actively teach children to share and take turns with resources and to solve problems for themselves. This leads to a calm and purposeful atmosphere in which children make positive behaviour choices. For example, children independently line themselves up and patiently wait for their turn to use a scooter. Children play cooperatively, communicating with each other in a positive and supportive way. For instance, they ask each other what they are cooking in the outside mud kitchen and laugh as they pretend to flip pancakes together.

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

- Leaders are clear about what they want children to learn across the different curriculum areas. They describe learning intentions that are coherently sequenced to ensure that children make progress over time. For example, babies learn how to drink from an open cup, toddlers learn to self-serve at mealtimes and pre-school children learn to put their shoes on the correct feet. This sequencing of skills ensures that children develop their independence in readiness for school.
- Staff receive training to continually improve their practice. For instance, they are trained to lead music and movement sessions, and do so with skill and enthusiasm. Children enjoy playing with rhythm and rhyme in these highly interactive and engaging sessions. The repeated nature of these sessions helps children to make good progress with their listening and attention skills, and their ability to follow instructions is notable.
- Staff observe and engage with children during child-led learning, commenting on their play and asking simple questions. For example, they ask what children are painting or drawing. However, at times, staff are satisfied with simple answers from children and do not support them to develop their thoughts and conversations further. Despite this, children do become confident and articulate communicators over time.
- Through play, staff help children to develop an early understanding of number.

For instance, staff encourage pre-school children to put numbered cones in order as part of an outdoor scooter activity. They encourage children to count as they climb stairs. This puts numbers into context for children and prepares them well for their next stage of learning.

- Staff are quick to praise children during activities, building their confidence and self-esteem. This is seen as children confidently approach adults to ask questions or share their ideas. However, staff often say 'well done' or 'good job' without any explanation as to what children have actually done well. This means that the praise sometimes lacks meaning for children as they do not understand what they are being praised for.
- Leaders have recently refurbished the outside area to better support children's physical development. For example, children enjoy navigating space on bicycles and scooters. They work together to 'paint' the fence with water, using rollers and paintbrushes of various sizes. They are keen to water the nursery's tomatoes. Children also show an awareness of looking after their skin in the sun, demonstrating the healthy habits they are developing.
- Leaders and staff are committed to working in partnership with parents and carers. They host information evenings and provide regular updates about children's learning and development. The strong use of an online app allows for observations to be shared in both directions. Parents share that leaders and staff are approachable and responsive, and that the pastoral care is 'above and beyond' expectations.
- Leaders are well supported by a wider network of directors and specialists. For example, there are specialists to support with the early identification of children who may need additional help to thrive in their development. Leaders invest in the development of their staff, and staff comment positively about the support and training they receive.

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 staff's knowledge of how to question children more effectively to encourage children to think and extend their conversations
- ensure that staff are clear about what they are praising children for, to make praise meaningful for children.

Setting details

Unique reference number	EY491047
Local authority	London Borough of Waltham Forest
Inspection number	10410471
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	59
Number of children on roll	76
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3062
Date of previous inspection	10 March 2023

Information about this early years setting

Bright Horizons Highams Park Day Nursery and Preschool registered in 2015. The nursery is situated in Highams Park, in the London Borough of Waltham Forest. The nursery operates all year round, from 7.40am to 6.30pm, Monday to Friday, except for bank holidays and one week at Christmas. The nursery employs 26 members of childcare staff, of whom 18 hold appropriate early years qualifications. The nursery provides government-funded childcare.

Information about this inspection

Inspector
Nicola Baker

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector and the manager carried out a joint observation of a music and movement activity.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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