

Inspection of Bright Horizons Bristol Day Nursery and Preschool

Clanage Road, Bedminster, Bristol BS3 2JX

Inspection date: 10 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the welcoming nursery. They benefit greatly from staff knowing them well. Children engage in well-thought-out activities to embed learning and knowledge. For example, there are numerous opportunities for children to develop hand and arm muscle strength to prepare them well for early writing. Older children enjoy using gardening tools to transport the soil into the wheelbarrow. They participate in 'finger gym' activities, such as 'dough disco' where they manipulate dough in time to music.

Children enjoy using their imagination to explore the wide range of resources on offer. Older children keenly build together an obstacle course with crates, tyres and planks. They carry the resources carefully and are mindful of others. They balance well as they cross their obstacle course, showing good coordination and control.

Children behave well and have a positive attitude to learning. Staff are excellent role models and highly respectful. For example, they give children a two-minute warning so they can finish their play before asking for their help to tidy away. Children thrive in the responsibilities they are given, such as lunchtime helper. Younger children show great pride in their achievements, for example when they free the animals from the ice. Babies receive love and affection from familiar adults. Staff support younger babies' emotional well-being with cuddles and constant interactions. Parents value the carefully considered settling-in and transition arrangements.

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

- Senior staff have good knowledge of how children learn and what works well for their individual rooms. They support staff effectively to design a curriculum that meets children's individual needs and helps children to make good progress in their learning. Leaders empower staff to constantly reflect and evaluate their practice. Staff develop pertinent action plans for their rooms to improve the quality of teaching.
- There is good support for those children with special educational needs and/or disabilities. There are effective partnerships with parents and other professionals to ensure children's individual needs are met. Staff have good understanding of children's next steps, interests and learning styles to be able to engage them in their learning. They carefully consider the environment and adapt activities to ensure those children with hearing difficulties are fully included.
- Staff use small-group activities to build on children's knowledge. Staff interact and question children well to talk about their holiday experiences. They introduce some new vocabulary, such as 'souvenir'. Although staff are confident to follow children's ideas, they are not always able to extend learning, in

particular encouraging the most able children's communication and language skills.

- Staff do not always offer children time to play with new resources before introducing them in a focused activity. This leads to children becoming distracted as they excitedly stretch, pat and roll the multicoloured clay into a variety of shapes. Children take turns and share the clay. When children become impatient for their turn, staff are quick to distract and to offer solutions, such as counting to 10.
- Staff help babies foster a love of songs and stories. They encourage babies to make choices about which songs to sing. They are patient and provide a constant narrative to support babies' understanding. They invite babies to choose musical instruments and accompany the songs if they wish, modelling movements and rhythm well.
- Children show curiosity, exploring the animals frozen in the ice. Generally, staff interactions are positive and support children to test their ideas and solve problems, such as how to melt the ice. However, engagement with less verbal children does not support their language development as well as it could.
- There are effective care practices, including specific healthcare plans, to ensure children's needs are met, which parents appreciate. Children thoroughly enjoy taking 'Candy Floss the zebra' home with them to continue their learning with parents. This helps children to learn specifically about keeping themselves safe, such as how to keep Candy Floss safe in the sun. Children understand the importance of wearing hats and sun cream outside.
- The knowledgeable and approachable manager has a good overview of what is happening in the nursery. Leaders know what is needed to continue to improve and ensure consistency throughout the nursery. There are effective induction arrangements and good-quality support for unqualified staff to enable all staff to be secure in providing high-quality care and education. Senior staff regularly share good practice and offer guidance to raise staff's skills. Staff feel well supported and there are good arrangements to ensure their emotional health and welfare.

Safeguarding

The arrangements for safeguarding are effective.

There are good systems in place to record children's attendance and to monitor any absences efficiently. Staff use rigorous risk assessments and close supervision to enable children to play safely. Staff have good knowledge of the indicators that a child is at risk of harm. They understand their responsibility to record and report concerns immediately. The designated safeguarding lead understands her role and has good knowledge of the process to follow if a child is at risk or an allegation is made against a member of staff. There are robust recruitment systems to ensure staff are suitable for their role and remain so.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- use all opportunities that arise to extend children's language and critical thinking
- provide opportunities for children to explore resources before group activities to enable them to stay focused in desired learning.

Setting details

Unique reference number	2585560
Local authority	Bristol City of
Inspection number	10239580
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	0 to 4
Total number of places	56
Number of children on roll	74
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0117 2445771
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons Bristol Day Nursery and Preschool re-registered in 2020. It operates from purpose-built accommodation in Bedminster, Bristol. It opens daily throughout the year, from 8am until 6pm. The nursery employs 16 staff; of these, 10 hold early years qualifications at level 3 or above. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- This was the first routine inspection the setting 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 took the inspector on a learning walk to discuss the curriculum intent.
- A joint observation was completed in the pre-school room.
- The inspector considered the parents' written and verbal views of the nursery and talked to children about their experiences.
- The inspector held discussions with staff and the leadership team at convenient times during the inspection.
- A sample of documentation was viewed.

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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