

# Inspection of Bright Horizons Canterbury Day Nursery and Preschool

Spring Lane, CANTERBURY, Kent CT1 1SW

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Inspection date: 27 October 2023

**Overall effectiveness** **Good**

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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**

Staff promote children's happiness at this welcoming, inclusive and safe setting. Children enjoy sharing their 'family books' with their friends, talking about who is important to them. This supports children's emotional well-being. Staff support children with special educational needs and/or disabilities (SEND) effectively. They ensure children receive targeted support to help them make the best possible progress. For example, children who need support to manage their own behaviour, have now made good friends. This develops children's personal and social skills well. Children's behaviour is good. Children immediately run over to help their friends when their trike takes a tumble. They develop positive attitudes to learning and strong social skills.

Staff develop a curriculum which is based on children's individual needs, interests and next steps. Staff skilfully support children's developing language skills. Children delight in joining in with favourite stories. Babies listen intently as staff sing rhymes and songs. Staff have high expectations for children. They plan interesting and motivating activities. For example, staff encourage children to make their own pumpkins out of play dough. They describe the different lines and marks on the pumpkin and talk about how they can make their own. This supports children's critical thinking skills well.

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

- Leaders and managers are passionate and proactive. They have ambitious plans for the future of the setting. They ensure that they access a range of external support to help children and families. For example, they host the local health visitor clinic weekly so that families can access support, advice and guidance swiftly. This helps ensure children's needs are effectively met, including those with SEND.
- Staff promote children's personal development well. They ensure there is an effective key-person buddy system in place to support the sharing of information about children. For example, staff liaise well with other settings that children attend. This provides good continuity and consistency for children.
- Staff provide a range of stimulating and engaging activities. For example, younger children delight in exploring paint and plastic animals based on their recent interests. Staff are good role models. They help children to use words to describe how the paint feels. Children grow in confidence and build on their communication skills effectively.
- Children with SEND are well supported. Staff use children's individual care plans to tailor the curriculum to meet their needs. Leaders and managers use funding effectively to purchase new resources to support children's engagement. For example, children remain engaged exploring different wooden shapes, which

supports their problem-solving skills.

- Partnerships with parents are positive. Parents receive good communication about how their children are doing. They appreciate the nurturing environment in the baby room. They travel significant distances to ensure their children can attend. Parents report that their children have made progress in their communication, language, social and emotional development. They enjoy using the lending library to share books at home with their children.
- Staff are well supported in their roles. Leaders and managers ensure staff have access to a wide range of training so they continually develop their knowledge and skills. New staff receive an effective induction. Staff say they appreciate the focus on their well-being and say they love their jobs. They talk positively of the daily 'huddles' to check in with them.
- Staff ensure the curriculum is well matched to the ages and stages of the children they care for. Older children sustain high levels of interest in learning about road safety when riding their bikes. Younger children eagerly get ready to go outside to catch the bubbles, talking about how high they go. However, at times, adults do things for children that they could do themselves. For example, staff put children's coats and aprons on for them and wipe their noses and hands. This impacts on children further developing their independence skills.
- Children benefit from a language-rich environment that staff have worked hard to develop. Children enjoy exploring objects hidden in the pumpkin gloop, taking turns to see what they can find. Staff support them well, encouraging them to count how many things they have found. This effectively supports children's developing mathematical skills.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure there are robust recruitment, induction and ongoing suitability checks in place. They ensure daily risk assessments are completed. Staff can identify the signs and symptoms of abuse and know where to go to access advice and support. Staff are confident to explain what they would do if they had concerns about a colleague. Leaders and managers ensure the setting is safe and secure. Staff support children to recognise risks and hazards themselves. For example, children use 'Candy Floss', their health and safety mascot, to remind them to be safe. Leaders and managers have effective procedures in place for the administering of medicines and for children who have specific allergies.

## What does the setting need to do to improve?

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

- support staff to recognise when to encourage children to do things for themselves, to further enhance their independence skills.

## Setting details

<b>Unique reference number</b>	EY307211
<b>Local authority</b>	Kent
<b>Inspection number</b>	10313771
<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 5
<b>Total number of places</b>	148
<b>Number of children on roll</b>	136
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01227 206240
<b>Date of previous inspection</b>	3 August 2018

## Information about this early years setting

Bright Horizons Canterbury Day Nursery and Preschool registered in 2005. It is open Monday to Friday from 7.30am until 6.30pm, all year round. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 40 members of staff, 26 of whom hold relevant early years qualifications at level 3 or above. This includes one member of staff who holds a relevant early years qualification at level 6 and three members of staff who hold qualified teacher status.

## Information about this inspection

### Inspector

Victoria Salisbury

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed their early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed 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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