

Inspection of Bright Horizons Chantry Hall Day Nursery and Preschool

135 Alexandra Park Road, LONDON N22 7UL

Inspection date: 15 January 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

Children have secure attachments with their key person. Staff are attentive in meeting children's individual needs. For example, babies are consulted before having their intimate care needs met. Staff continually talk with babies about what is happening and engage them in these routines. This supports them to feel safe. Staff provide positive role models as they teach children about the importance of kindness. They continually praise children when they are sharing and taking turns. Older children say, 'I love reading and playing with my friends at nursery. The teachers always tell me I am kind.' This supports children's development of positive self-esteem and having a positive attitude towards their learning.

The new manager is duly focused on supporting her staff team. Staff training and supervision have been prioritised. The impact can be seen in the good quality of care and learning experiences available to children. Staff express that they are happy in their work and feel their well-being is prioritised. They confidently talk about the curriculum and how they plan for their key children. The impact of this work is that all children, including those with special educational needs and or/disabilities (SEND), are supported to make good progress. Older children excitedly engage in interactive story sessions with staff. They confidently follow up on these sessions using puppets and props to read familiar story books independently.

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

- Managers and staff demonstrate a good knowledge and understanding of child development. Children's interests are fully considered in the planning of a broad curriculum. This supports children's positive approach to their learning. For example, when children express an interest in making spells or building rockets, staff plan bespoke activities to support and extend these interests. The impact of this is that children are excited and engaged in their learning.
- Staff continually assess children's progress to help plan for their next steps. Effective partnerships with parents and outside professionals help to ensure that all children receive the right support. There are clear links with home and nursery. For example, children who have a new baby sibling are supported well. Staff read stories about being a big sister and the emotions this can bring. They plan opportunities for children to wash and care for baby dolls in their imaginative play. This enables children to understand the needs of their new sibling while acknowledging the impact of changes for them.
- Older children are excited by the challenge of making their own play dough. Staff teach children simple mathematical concepts. For example, they count spoonfuls of flour and learn to understand language such as 'more' or 'less'. Children make predictions as they observe dry ingredients and experiment by

adding water and oil to reach a good consistency.

- Children's communication is supported through planned activities and most routine interactions. Overall, staff are skilled in extending children's conversations as they take the lead from them. For example, when children express that they like the smell of mint and basil, staff extend this conversation. They ask children if they can think about the types of food these herbs are used for. However, this practice is not consistent across the nursery. At times, toddlers are not supported to listen and engage in conversations, particularly during lunchtime routines.
- Staff teach children to develop self-care skills. Babies confidently use spoons to feed themselves. Toddlers independently access their own tissues as staff model how to wipe their noses. Older children are confident to use the bathrooms independently and to put on their own coats when going outside. Staff promote these important independence skills to support children's readiness for their move to school.
- The curriculum for physical development ensures that all children have opportunities to develop their fine and large motor skills. Staff plan the environment well, encouraging children to learn skills such as balancing and coordination. Older children confidently jump in and out of tyres and balance along wooden planks. Babies develop their walking skills as staff gently encourage their confidence in taking their first steps.
- Managers implement effective recruitment procedures to help to ensure that staff are suitable to work with children. Staff understand their roles and responsibilities to keep children safe, and they know what to do if they have concerns about a child's welfare. Staff carry out risk assessments to help ensure that children's safety is prioritised.
- Children's health needs are managed effectively. The chef is aware of children's individual dietary needs. He prepares nutritious meals, which children enjoy. Staff supervise children effectively during mealtimes. They are confident to discuss procedures to administer lifesaving medicine for children with severe allergies.

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 teaching further to ensure that children of all ages receive consistent, high-quality interactions to support their developing communication and

language skills.

Setting details

Unique reference number	EY468774
Local authority	Haringey
Inspection number	10319251
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	82
Number of children on roll	21
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3912 6011
Date of previous inspection	26 March 2018

Information about this early years setting

Chantry Hall Day Nursery and Pre-school registered in 2013. The nursery employs 12 members of staff, the majority of whom hold relevant childcare qualifications. The nursery is open Monday to Friday, from 8am to 6pm, for 51 weeks a year, closing on bank holidays and Christmas. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Siobhan O'Callaghan

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want their 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 inspector talked to staff and to the nursery chef at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations with the manager. These included observations of planned learning experiences, both inside and out in the garden. A joint observation was also carried out during the lunchtime routines.
- The inspector spoke to parents and children during the inspection and took account of their views.
- The inspector looked at documentation to demonstrate the suitability of staff. She also reviewed documentation in relation to children's dietary requirements and care plans, to support their safety.

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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