

# Inspection of Bright Horizons Clairmont Day Nursery and Preschool

126 Gravel Lane, WILMSLOW, Cheshire SK9 6EG

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Inspection date: 17 August 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are extremely confident at this nursery. They have an eagerness to learn and enjoy being challenged in their learning. The expectations for children's vocabulary and understanding are very high. Children enjoy the challenge of being introduced to words, such as 'hydrophobic' and 'hydrophilic', as part of their learning about floating and sinking. They experiment with making their own boats and test out different materials for their absorbency.

All parents are exceptionally pleased with the progress that their children make at nursery. They speak highly of the passionate and dedicated staff and management team. Parents receive regular feedback about their children and feel well supported to continue children's learning at home. Children's home life and culture is celebrated in this nursery. Staff encourage parents and children to share their experiences from home. This gives children an introduction to a wealth of different experiences, other than their own, and prepares them for future learning.

Children's behaviour is exceptional. They are gently reminded about nursery rules. Staff gently introduce this from the baby room. Children are encouraged to think about safety from a young age. For example, they are given accountability for checking the environment as part of daily risk assessments. Children go into the garden and are responsible for checking gates and looking for anything which may make the area unsafe. As a result, children begin to take responsibility and have a high level of respect for the environment.

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

- The curriculum is meticulously planned to ensure that children have an array of opportunities and experiences that precisely focus on supporting children to progress. Staff are extremely skilled in ensuring that learning follows a sequence, from babies through to older children. As a result of the COVID-19 pandemic, it was identified that children lacked some fine-motor skills. The manager and staff used their expert knowledge of physical development to build activities which promote this development across the nursery. Therefore, gaps in learning rapidly close.
- Literacy development is a strength at the nursery. Children have access to a wealth of books. Babies choose their favourite books, toddlers act out stories and older children learn about the difference between fiction and non-fiction. Children develop a love of learning, which is demonstrated through their high levels of engagement. They are constantly engrossed in challenging and stimulating experiences.
- The inspirational outdoor space is carefully designed. Every space is utilised and developed to be a learning opportunity for all children. Staff plan mixing stations

for children to mix paint and experiment with colour changing. The newly developed allotment area is well established. Children have grown their own vegetables and show delight in harvesting their own potatoes. They make connections about the potatoes they have grown and the food they eat. As a result, children develop an understanding about sustainability.

- The interactions between adults and children are exemplary. In all rooms children flourish and are confident in communicating. This is due to staff constantly modelling new language. Children with special educational needs and/or disabilities (SEND) receive prompt, targeted early help and support. Children with SEND benefit from these high-quality interactions and have made outstanding steps in their progress.
- The views of children are of the highest priority. Leaders ensure the child's voice is heard through a 'nursery council' managed by children. Children audit the different environments and discuss what changes can be made and what the impact will be. This has led to the creation of a children's newsletter which is shared with parents and children. Children are taught about democracy. As a result, children are extremely self-confident and positive.
- The manager and staff place huge emphasis on children's well-being. They place high regard on the impact that the COVID-19 pandemic has on children's feelings and emotions. Children are encouraged to share their feelings at all ages. Staff encourage children to use choice boards and regularly check with how they are feeling. The curriculum is designed with a focus on giving children the tools and strategies they need to manage their own feelings.
- Inspiring leaders support a skilled staff team in striving for excellence. Staff are extremely well coached in their professional development. Less-experienced staff are supported to understand the curriculum and policies and procedures through a robust training programme and as a result have exceptional knowledge.
- Staff feel extremely well supported by the management team and comment that there is always help available. The management team conduct regular supervision sessions with staff. As a result, all staff have a precise understanding of their areas of development and the plans that are in place for improvements. This ensures that staff can deliver the highest quality of teaching and help to provide rich opportunities for children to learn.

## Safeguarding

The arrangements for safeguarding are effective.

Staff receive rigorous safeguarding training, including ongoing updates on child protection. All staff know the local procedures they must follow in the event of concerns about a child, including in the event that an allegation is made against a colleague. Staff are confident in recognising the signs and symptoms which may indicate that a child is at risk from harm. Recruitment procedures are consistently robust. This includes the suitability checks and lengthy inductions that the provider carries out to help ensure that staff are safe to work with children. Staff share information with parents and children about how to stay safe online.

## Setting details

<b>Unique reference number</b>	EY240139
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10109682
<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>	96
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01625 460 688
<b>Date of previous inspection</b>	16 April 2013

## Information about this early years setting

Bright Horizons Clairmont Day Nursery and Preschool registered in 1983 and is part of a large nursery chain. It operates from five rooms in a two-storey house and a separate single-storey baby unit on the same site, which has three rooms. The nursery provides funded early education for two-, three- and four-year-old children. The provision opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. There is a total of 31 staff, of whom 28 work directly with the children. Of these, 21 hold appropriate early years qualifications. One member of staff holds qualified teacher status.

## Information about this inspection

### Inspector

Stacey Wendrenski

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at 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 observed the interactions between staff, the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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