

Inspection of Bright Horizons Eddington Nursery

Eddington Nursery, Eddington Avenue, Cambridge, Cambridgeshire CB3 1AA

Inspection date: 2 December 2021

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 arrive confidently and smile broadly as enthusiastic staff greet and welcome them to the nursery. They separate confidently from their parents and show that they feel safe and secure. Children settle well at their chosen activity. Children's choice is prioritised throughout the nursery. For example, staff seek children's consent before changing nappies or helping with intimate care routines.

Babies have plenty of space and time to explore and develop their physical skills. They practise pulling themselves up to stand and play, enjoying the encouragement from staff. When ready, babies start to take steps and show their immense satisfaction for their achievements, sharing wide smiles with staff. Babies are confident to seek reassurance when they feel upset. They are quickly soothed by caring staff, who understand their individual needs well.

Older children engage well in purposeful play, and they seek out their friends to share their experiences. They are confident talkers who are curious about the world. Children help to check the outdoor space to ensure that it is safe for their friends. They share what they know about firefighters as they create pictures of fires. Children pretend to be firefighters who extinguish the fires and rescue 'stranded animals' from the trees. They fully understand the fire evacuation procedure in the nursery.

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

- Leaders establish a clear curriculum that helps children to build on what they know and can do. The curriculum is carefully sequenced to enable children to securely embed the knowledge and skills they acquire. Leaders regularly review children's progress with staff. This helps to ensure that any emerging gaps in children's learning are quickly addressed, and targeted support is put in place.
- Staff know children well. They plan effectively to promote children's learning, taking account of their emerging interests. For example, when children share what they know about planets and the universe, staff provide learning experiences to build their knowledge further. Children choose how to create an imaginary planet and discuss with staff the atmosphere on their planet and what is needed for trees to grow.
- Staff promote healthy lifestyles with children well. Children eat well, and they enjoy the nutritionally balanced and varied menu on offer. Food is prepared from scratch each day. The on-site chefs have strict protocols in place to ensure that children's dietary requirements are not compromised. Staff supervise snack and mealtimes well. They provide children with a relaxed and social environment. Children learn to serve their food. They choose what and how much they eat.
- Parents are positive about the nursery and the staff. They state that they are

well informed about their child's day and progress in learning. Parents appreciate the different ways in which staff share information with them. They acknowledge the changes made to nursery routines to help keep children and staff safe during the COVID-19 pandemic.

- The manager has only recently been appointed to the nursery. She is ambitious for children and staff to achieve their potential. Staff receive regular support and training to help them to develop their practice. They state that they feel their well-being is well supported and their workloads are manageable. Although there have been some recent changes in staffing, the manager has ensured consistency for children in the key-person arrangements.
- A large number of children speak English as an additional language. Overall, staff support children's communication and language development well. However, not all staff understand and promote with parents the benefits for children to use their home language at nursery as well as at home.
- Staff talk to children throughout the day. They sing songs and read stories. Staff know this is important to support children's language and literacy development. However, some staff are less ambitious with the language they use and do not always help children to understand and develop a rich and varied vocabulary.
- Children behave well. Staff help children to learn how to take turns from the start. Younger children have plenty of toys and resources to support their understanding of taking turns. This skill is well embedded by the time children reach pre-school. They confidently express their wishes and use sand timers to help to regulate taking turns independently.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular training and updates about child protection and safeguarding matters. Staff confidently fulfil their responsibilities to keep children safe. They know the possible indicators of child abuse and neglect. They know what to do should they have any concerns about a child's welfare. Staff understand wider safeguarding issues, such as the risk to children of extremism and county lines. Leaders follow robust recruitment and induction processes that help to ensure the suitability of adults working with children. Staff ensure that the premises are safe for children. For example, they promptly mop up water and sand spillages.

What does the setting need to do to improve?

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

- build staff's understanding further of how to support children who speak English as an additional language
- enhance staff's understanding and practice of how to help children to develop a

wide and varied vocabulary.

Setting details

Unique reference number	EY562870
Local authority	Cambridgeshire
Inspection number	10216328
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	126
Number of children on roll	123
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01223 656580
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons Eddington Nursery registered in 2018. The nursery employs 22 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, and 10 hold qualifications at level 3 and above. The manager holds early years qualifications at level 6, and two members of staff hold qualified teacher status. The nursery is open from Monday to Friday all year round, except for bank holidays. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

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 manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want the children to learn.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector took account of written feedback provided by parents.

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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