

# Inspection of Bright Horizons Ely Day Nursery and Preschool

5 St Thomas Place, Cambridgeshire Business Park, Angel Drove, Ely CB7 4EX

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Inspection date: 29 July 2024

**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 take the time to get to know the children and their families well through a thorough induction to the nursery. Care routines, such as sleep and feeding patterns for babies and toddlers, are closely followed from home. These help to support a smooth transition for children into the nursery and enables staff to plan for their learning with their individual needs and interests in mind from the start. Staff form strong bonds with children and are kind and loving. They smile and use warm facial expressions in their interactions. Children show they feel safe and content through their positive interactions towards staff. Babies smile and wave their hands when staff sing and enjoy cuddles throughout the day.

Children are beginning to understand rules and boundaries. They follow routines such as tidying away toys and washing their hands before lunch. Children have made positive friendships. They look at books together and make up stories in role play. Children are encouraged to share and take turns from a young age. Sensory play experiences are plentiful, allowing children to explore a variety of textures that promotes their creativity and curiosity. For example, babies wash dolls with soap, while the eldest children mix flour, water, and paint together to make a paste that they thoroughly enjoy exploring with their hands.

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

- Staff know the children in the nursery well. They find out what children know and can do and plan activities which consider both their interests and development needs. There is a clear focus on preparing children for the move to school and helping them to become familiar with the new changes. For example, teachers visit the nursery, staff help children to recognise their school logo and uniforms are provided in role play.
- Staff regularly assess children's learning and plan effectively to support their emerging next steps. They are quick to recognise where children may need additional support in their learning. Staff work closely with parents and seek the support and guidance they need from other agencies to help them make progress and close any gaps in attainment.
- Stories and singing are a key part of daily practice, helping to promote children's communication and language skills. Children independently look at books and the eldest children listen intently to a story being read, confidently asking questions about what they can see on the page. Staff support children to count, and problem solve in routine activities, such as counting the number of cutlery and plates needed for the children present at lunchtime.
- Effective systems are in place to ensure children's health needs are consistently met and children learn how to manage their own self-care. In hot weather staff ensure sunscreen is applied twenty minutes before going outside and that

ultraviolet levels are safe. Children ask if the sun is too hot to play in the garden and staff explain what the colours on the chart mean and which colour is safe to play outside. Children are reminded, through an alarm every thirty minutes, to drink water to remain hydrated.

- Effective partnerships with parents are in place and is a strong aspect of the nursery. Parents receive constant information about their child's time in the nursery and staff work closely with them on key aspects of children's development, such as potty training and transitions between rooms. Activity bags and a book lending scheme helps parents to encourage and support children's learning at home.
- Staff, many of whom have been there for a number of years, say they enjoy working in the nursery and feel very well supported in their role. Staff's well-being is given high priority by leaders and incentives, such as employee of the month, help staff to feel valued and appreciated by management and their colleagues. Staff receive appropriate training and coaching that helps them to improve and develop their practice.
- At times, some staff attempt to manage children's occasional unwanted behaviour from across the room and not directly at their level. They do not consistently explain to children why some behaviours are not acceptable. This does not fully support children to understand how their behaviour impacts on themselves and others.

## **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:**

- support staff to help children understand expectations and recognise that their behaviour has an impact on themselves and others.

## Setting details

<b>Unique reference number</b>	EY491997
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10358347
<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 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	127
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01353 882040
<b>Date of previous inspection</b>	13 October 2021

## Information about this early years setting

Bright Horizons Ely Day Nursery and Preschool registered in 2015. The nursery employs 42 members of childcare staff. Of these, 22 hold appropriate early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Carly Mooney

Karen Harris

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and deputy manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of group activities with the manager.
- One inspector spoke to several parents during the inspection and took account of their views.
- The inspectors 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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