

Inspection of Bright Horizons Fleet Day Nursery and Preschool

The Key, Elvetham Heath, Fleet, Hampshire GU51 1HA

Inspection date: 20 April 2022

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 are happy and build strong bonds with each other and staff. They settle quickly in the nursery. Children engage in their learning generally well and demonstrate an awareness of the daily routine and what is expected of them. They behave well and demonstrate good manners. Children share and take turns and show compassion to their friends when they are upset. Staff act as positive role models.

Children's interests are well known, and staff use these well to build on children's development and self-esteem. For example, some children miss their parents when they are at work. They share how their parents use a computer or work in an office. A role-play office enabled children to feel closer to their parents and act out what they thought their parents did. Children used an actual keyboard and a cardboard box monitor to type their 'work' and took calls on a phone, while writing down their 'orders' on a notepad. Children show excitement during activities. Staff plan these well to support children's ongoing learning and development. Children experiment with paint and learn how mixing colours together creates new colours. They receive encouragement from staff to critically think and problem solve. For example, when considering what colours are made when they mix red and blue, or working out which materials, shells or corks, are lighter and heavier on the scales. Children, who speak English as an additional language or have other cultural backgrounds, are included well and their uniqueness is respected.

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

- The manager and management team share a clear vision of how they want to develop the provision with staff and parents. They keep a record of complaints, concerns and incidents and appropriately deal with these, using any action points to identify further improvements. As a management team they share lessons learned from other provisions in the chain to review and improve practice.
- Staff implement the curriculum well. The manager and her team monitor the effectiveness of this and identify areas for ongoing development. Staff display children's individual targets in each room, so these are available for any staff to refer to and implement. Regular professional development opportunities support staff to build on their skills. Staff identify how they undertake training to be able to better support the children in their care.
- Staff care for children in a welcoming and stimulating environment. The premises are safe and secure, with management and staff routinely risk assessing the environments children use. Staff keep an accurate record of how many children they have present to support them in keeping them safe as they move throughout the provision.

- Staff encourage children to engage in meaningful conversations and children, generally, make good progress in their communication and language skills. Children enjoy the outside area. They share how they like to see the birds using the feeders on the fence and how they think the bird has a nest in the nearby bushes.
- Children's well-being is promoted effectively by management and staff. Children enjoy plenty of fresh food, which is nutritious and meets their dietary needs. The on-site chef demonstrates a secure understanding of how to ensure each child has the appropriate food, and staff practices in the room reinforce this.
- Partnerships with parents are good. Parents speak highly of the staff and the information they share, both verbally and through the online application system. This helps them understand what their child has participated in during the day, what they have eaten, how their care needs have been met and targets for development. Parents appreciate the action taken by the nursery to keep in touch with them during the COVID-19 pandemic, including the newsletters they receive.
- Partnerships with other professionals are positive. Children with emerging and identified special educational needs and/or disabilities receive good support, overall. However, at inspection, the process for sharing information with other staff at the start of the day about children's specific communication processes was not effectively followed. This led to a communication plan not being consistently implemented between staff.
- Children enjoy a mix of adult-led activities and making their own choices of what they want to play with. Staff encourage children to attempt tasks for themselves. However, this is not consistently promoted between staff who, on occasion, help or give a solution before children have a chance to attempt it for themselves. At times, when children choose an activity, such as sand play, there are not enough tools available to enable them to fully engage. This led to some frustrations between younger children when they wanted the same spoon to dig with, leading to them disengaging from their play to wander around.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff have a good awareness of their roles and responsibilities to safeguard children. Regular training, safeguarding prompts on lanyards and spot questions about safeguarding from management all support staff to maintain a focus on child protection. Staff are confident in the signs and indicators of abuse and the procedures to follow should they have a concern about the welfare of a child. Designated safeguarding leads keep their knowledge up to date and children's safety is given high priority across the provision. Recruitment procedures are closely followed to help ensure that staff are suitable to work with children. Ongoing suitability is checked during supervision and audit processes.

What does the setting need to do to improve?

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

- improve arrangements for information sharing between staff, particularly at the start of the day, to ensure children's individual educational plan details are effectively shared and consistently implemented
- review the organisation of the resources available, such as during sand play, to enable children to fully engage in their play and enhance their learning even further
- develop consistency in how staff encourage children to build on their independence skills.

Setting details

Unique reference number	2585500
Local authority	Hampshire
Inspection number	10225871
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	120
Number of children on roll	87
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01252 917076
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons Fleet Day Nursery and Preschool registered in March 2020. It operates from a purpose build building in Elvetham Heath, Fleet, Hampshire. It is open Monday to Friday between 8am and 6pm all year. The provision is in receipt of free early education funding for children aged two, three and four. There are 21 staff who work with the children or on the premises. Of these, one holds qualified teacher status, nine have qualifications at level 3 and two at level 2.

Information about this inspection

Inspector

Anne Nicholson

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff, parents and children, to find out about their time at the provision and gather their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector sampled a range of documentation, including complaint and safeguarding logs, accident records and staff files.

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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