

Inspection of Bright Horizons Forest Park Bracknell Day Nursery and Preschool

Forest House 3-5, Horndean Road, Bracknell, Bracknell Forest RG12 0XQ

Inspection date: 12 June 2024

Overall effectiveness **Good**

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

Children arrive eagerly at nursery and are greeted warmly by enthusiastic staff. They show they are confident in social situations. For example, children say to visitors, 'What's your name?' and ask, 'What are you doing?'. The nurture and support provided by staff to children helps them to develop their independence skills, as they feel safe and secure. Each key person has a good understanding of a child's interests, individual needs and stages of development. This means that staff plan learning opportunities that excite and motivate children, ensuring all children, including those with special educational needs and/or disabilities (SEND), make good progress. Staff keep children safe by making them aware of the space around them and their friends. Practitioners engage in respectful conversations and promote children's overall good behaviour and manners. Children develop close friendships and interact well with each other. The daily routines support children to develop their confidence. Staff use visual images to help support children's understanding of what is happening next, where needed.

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

- The dedicated managers have high ambitions for the nursery. Staff undertake training that helps to enhance their skills and knowledge. For example, recent Makaton training has supported staff to help children's communication skills. The managers hold supervision meetings with practitioners and monitor their practice. This enables them to identify areas where to support the team further. Practitioners receive support to gain their qualifications and they have access to a range of training. This helps to ensure that practitioners understand and implement the curriculum to a good standard.
- Staff provide children with a broad curriculum that is focused on the children and what they need to learn. Staff plan stimulating learning activities for children and children show good levels of engagement in their play. For example, young children enjoy playing with dough, which they manipulate and explore with their hands and a range of tools. Older children learn to discuss their feelings as they talk about the puppets they have made.
- Children with SEND are supported very well. The knowledgeable special educational needs coordinator (SENCo) works closely with parents and other professionals to agree targeted plans to support each child. Staff provide a highly inclusive environment where they value all children and understand their individual needs.
- Partnerships with parents are a real strength of the nursery. Staff communicate with parents about children's care and learning. Parents explain how they are very thankful for the regular communication, which includes parents' evenings and an online app. They comment that staff make it clear how they can support their children's learning at home.

- Children have daily access to outdoor spaces where they can move in different ways to strengthen their muscles and further develop their coordination skills. Children are encouraged to develop their awareness of their own abilities as they climb on the equipment and kick balls independently.
- All staff complete regular safeguarding training which is applicable to their specific role. Managers and staff have a secure knowledge of the indicators of abuse and the procedures to follow in the event of a child protection concern. The managers carry out robust recruitment, vetting and induction procedures. Risk assessment is effective. Recent action taken to improve risk assessment and the supervision of children at nappy changing times has been rapid and effective.
- Children benefit from the support of staff who encourage their love of reading. Children enjoy cuddling up to adults to share stories. However, at times, staff ask children questions but do not wait long enough for children to answer. When this occurs, children do not have the time they need to reflect on what they know and have learned, to formulate their responses.

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:

- encourage staff to give children more time to respond when asked questions, to support their thinking and language skills.

Setting details

Unique reference number	EY544932
Local authority	Bracknell Forest
Inspection number	10353099
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	50
Number of children on roll	69
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01344 208106
Date of previous inspection	7 May 2019

Information about this early years setting

Bright Horizons Forest Park Bracknell Day Nursery and Preschool registered in 2017 and is located in Bracknell, Berkshire. The setting is open each weekday from 8am to 6pm for 51 weeks of the year, closing for Christmas week and on bank holidays. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. There are currently 20 staff employed. Of these, two hold a relevant level 6 qualification.

Information about this inspection

Inspector

Claire Boparai

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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The SENCo 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 carried out a joint observation of a group activity with the manager.

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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