

Inspection of Bright Horizons Great Cornard Day Nursery and Preschool

Head Lane, Great Cornard, Sudbury, Suffolk CO10 0JU

Inspection date: 9 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children develop increasing levels of confidence as they play and learn. The curriculum is well planned to meet their learning needs. For example, lots of thought has gone into helping children develop their independence. Children benefit from increasing levels of challenge as they progress through the different childcare rooms according to their ages. Babies babble, smile and begin to use identifiable words as they play with staff and alongside each other. They enjoy sharing carefully chosen songs that encourage early communication skills, such as waving and saying 'hello'. Young children move freely as they explore the spaces available to them, inside and outside.

The oldest children in particular benefit from very strong teaching. The learning opportunities these children have are enticing and highly motivate them to join in. For example, staff help them to recreate props from a favourite story as part of their play. Practical use of mathematical concepts about space, shape and measure are interwoven throughout this teaching. Other children practise their early writing skills as they make letters for people who are special to them. Staff are always on hand to offer children reassurance and comfort at times when they may need it.

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

- Leaders and managers have taken effective action since the previous inspection to address weaknesses identified. The provider now demonstrates that they consistently meet the requirements of registration.
- All children benefit from safe and secure outdoor play areas, which staff have designed with their development in mind. They have plenty of time outside in the fresh air to be physically active while developing their strength and agility. This supports children to develop healthy attitudes to movement and exercise.
- Children show that they feel safe and secure. They build strong bonds with their key staff. Children's key persons know their individual needs well. Staff make plans to help children reach their next steps in learning, based on an accurate understanding of their current skills and knowledge.
- Parents are well informed about their children's learning. Children's key persons get to know parents and families well. They celebrate children's successes and help parents to understand what they can do to further their child's learning at home.
- Staff listen to children's views and encourage them to make their own choices. They show children respect, kindness and thoughtfulness. This contributes to children's developing ability to collaborate with their friends.
- Partnerships with parents are effective. They state that their children are happy and settled in the care of the nursery staff. Parents say that their children look forward to attending and tell parents about their varied experiences when they

get home.

- Leaders and managers have high aspirations for the nursery. Staff complete relevant training, including training around safeguarding. Following some staff changes since the previous inspection, new staff receive a thorough induction process and support to help them in their roles. However, not all staff consistently show through their interactions with children that they fully understand how to deliver the challenging curriculum to the highest levels.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff give them extra care and attention to promote their learning and well-being. Staff notice what children enjoy and use their interests to provide an engaging education. Staff share information with other agencies to good effect.
- Children behave well. They are familiar with nursery routines. Staff calmly share their expectations of children with them. For example, they remind children to listen at story time. Children play alongside each other nicely, and any instances of unwanted behaviour are rare. At mealtimes, children learn how to serve their own healthy snacks and meals. Children develop positive social skills, such as waiting for their friends to be served before they start to eat.

Safeguarding

The arrangements for safeguarding are effective.

Effective policies and procedures are in place to safeguard children. Leaders ensure that staff carry out suitable training to help them understand the possible indicators of abuse and/or neglect. Staff understand what to do if they have concerns about a child. Those with lead safeguarding responsibilities work with families and other agencies, where necessary, to safeguard children. Staff can explain the action they would take if they had concerns about the practice of another adult working with the children. Clear systems are in place to regularly check on the continued suitability of staff who work with children, to ensure that they remain suitable.

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 develop their understanding of how to deliver the challenging curriculum to raise the quality of education higher.

Setting details

Unique reference number	EY258381
Local authority	Suffolk
Inspection number	10245820
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 5
Total number of places	82
Number of children on roll	131
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01787 320649
Date of previous inspection	30 May 2022

Information about this early years setting

Bright Horizons Great Cornard Day Nursery and Preschool registered in 2003. It is situated on the site of Thomas Gainsborough School, in Great Cornard, Suffolk, and is managed by Bright Horizons Family Solutions Limited. The nursery employs 25 members of childcare staff. Of these, 19 staff hold appropriate early years qualifications at level 3 and above, including one with qualified teacher status. It also employs two chefs. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Hipperson

Inspection activities

- The inspector discussed the impact of the pandemic with the provider and has taken this 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 spoke to the inspector during the inspection.
- 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 and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector met with the manager, deputy manager and area director to discuss the leadership and management of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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