

# Inspection of Bright Horizons Kings Hill Day Nursery and Preschool

Childrens Nursery, 60 Gibson Drive, West Malling ME19 4AN

---

Inspection date: 23 November 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 Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly and show that they feel secure. They have strong bonds with their key person. Arrangements for children to move between rooms are effective. Children enjoy settling-in sessions, and staff share good information with each other to ensure that children continue to be happy at nursery.

Staff have a good knowledge of how to understand children's behaviour and support children well. They work closely with parents to provide a consistent approach. As a result, children begin to learn how to manage their own behaviour and feelings. Staff encourage turn taking and offer children warm praise and encouragement. Older children form close relationships and play cooperatively together. For example, they discuss who is taking on which role in their game of superheroes. Younger children contentedly play alongside each other.

The manager is aware of the significant impact that the COVID-19 pandemic has had on children's opportunities. She has identified key areas for further support to include in the nursery curriculum. For example, they have put in place more help to aid children to develop their communication and language skills. Staff extend children's language well through conversation. For example, they help children to understand new words, such as 'repel' as they explore the magnets.

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

- Care practices support children's personal, social and emotional development well. For example, staff chat and sing to babies as they change their nappies. Staff respond well to children's needs. They give cuddles where needed and support children well to have rest and sleep. Older children are learning to be more independent in managing their own care needs.
- Staff sequence activities well to lead on from children's earlier interests and learning. For example, staff help pre-school children to create 'volcanos' and experiment mixing materials to view the reactions. Toddlers build on their interest in animals by creating a farm and learning about their physical features. This helps to support children's engagement and concentration as they learn.
- Parents share that their children have made good progress since starting at the setting. They know that their children are happy and settled. Staff share good information with them about what their children have enjoyed at nursery and how they have eaten.
- The manager values her staff team and has recently faced some recruitment challenges. She has a good overview of the quality of the nursery. Staff also share that they feel supported by the leadership team. However, at times, not all staff fully benefit from more targeted support to help develop their knowledge and skills to support children further.

- Children have good opportunities to learn about the world around them. For example, they take part in activities such as planting seeds and observe them growing over time. Other children learn about the life cycles of animals. Staff help to support their understanding and talk to them as they complete life-cycle puzzles.
- Staff understand individual children's development well. All children make good progress and learn key skills to help them be ready to start school. Children with special educational needs and/or disabilities receive good support in their learning. However, staff are not always clear on what the overall intention of the curriculum is within the setting to support children's skills further.
- Children of all ages learn to be confident and self-assured. They have opportunities to develop both small and large-muscle movements. For example, babies learn to feed themselves. All children have opportunities for daily outside play. Children learn to use bikes, throw balls and use plastic hockey sticks.
- Staff work well with parents to learn about children when they first start, to help children settle and learn about what children can do. Overall, staff work with this information well. However, staff's approach to following up information about children's cultural backgrounds and support for children's first language is not always consistent across the nursery. As a result, children who learn English as an additional language have fewer opportunities to receive support in these areas.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff at the nursery understand the signs that may indicate children may be at risk of harm. This includes exposure to radicalisation and suitable recording of accidents and injuries from the nursery and at home. They are aware of the internal and external procedures of how to share their concerns about children. Leaders ensure that staff complete regular safeguarding training to keep their knowledge up to date. Staff risk assess the activities and environment well. They include children in this. For example, older children put out 'wet floor' signs to highlight the hazard to others.

## **What does the setting need to do to improve?**

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

- focus support for staff and provide more targeted development for all staff, to benefit the experiences for children further
- develop the curriculum intent further so all staff have a clear understanding to enable children's learning to have a greater focus to help them make even more progress
- support all staff to have a clear understanding of the curriculum intent so that

their teaching is consistently focused on what they want children to learn.

## Setting details

<b>Unique reference number</b>	EY492689
<b>Local authority</b>	Kent
<b>Inspection number</b>	10265510
<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>	129
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01732 441118
<b>Date of previous inspection</b>	20 December 2017

## Information about this early years setting

Bright Horizons Kings Hill Day Nursery and Preschool registered in 2015. The setting is open Monday to Friday, from 7.30am until 6pm, all year round. It receives funding to provide free early education for children aged two, three and four years. The setting employs 38 members of staff, 33 of whom hold relevant early years qualifications at level 2 or above. This includes two members of staff who hold qualifications to level 6.

## Information about this inspection

### Inspectors

Sarah Taylor-Smith  
Sara Garrity

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors carried out joint observations of group activities with the manager.
- The inspectors 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.
- The manager joined the inspectors on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022