

Inspection of Bright Horizons Millhouses Day Nursery And Preschool

11 Archer Drive, SHEFFIELD S8 0LB

Inspection date: 27 June 2024

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

What is it like to attend this early years setting?

The provision is outstanding

Staff warmly welcome children to the 'family' nursery, as parents describe it. Children develop firm attachments to their key person from the start. They develop strong bonds with all members of the incredibly nurturing staff team. Staff get to know and understand all children in their care extremely well from the start. They recognise the uniqueness of each child and design the curriculum to follow their needs and interests. They tailor settling-in sessions to suit families and children. Children show a sense of belonging and that they feel safe and secure. This enables children to thrive in, and to explore confidently, the rich and vibrant environment.

Children investigate a wonderful variety of natural resources that stimulate all of their senses. For example, young children show great curiosity as they examine blocks of ice with herbs and fruits at their centre and watch these melt. They smell different flavours of fruit teas with relish. Babies delightedly wave flashing stars as staff sing 'Twinkle, Twinkle Little Star'. They beam with happiness as they shake instruments to accompany music. Older children paint enthusiastically with spices mixed with water. They talk about the aromas and textures they create. The varied, structured and inspiring curriculum helps to ensure that all children, including children with special educational needs and/or disabilities (SEND), develop a wonderfully positive attitude to learning.

Staff have very high expectations of children's behaviour. They offer specific praise to children, such as 'I love your ideas'. This helps to promote children's positive self-esteem and makes them feel highly valued. Children's behaviour is exemplary.

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

- The strong management team is hugely aspirational for children and staff. Managers have in-depth knowledge of families' needs and the wider community. All staff are passionate about securing the very best outcomes for all children. They continuously reflect together to ensure that they provide outstanding learning and care. For example, managers plan to enhance children's experiences within the surrounding community even further, such as with additional visits to local places of interest.
- Children make consistently outstanding progress from their starting points. Staff swiftly identify any gaps in learning and act to narrow these rapidly. They provide appropriate challenge for children. For instance, children learn to write their names, and to identify the names of their friends, in preparation for school.
- Staff access a wide range of high-quality professional development. They share knowledge and skills with each other and coach and mentor less-experienced staff. Observations of staff interactions with children are carried out regularly to

identify good practice and any support needs. This commitment helps ensure a consistently outstanding quality of teaching and learning. Managers support staff well-being very strongly.

- Children love to find out about topics that inspire awe and wonder about the world and themselves. For example, pre-school children make models to illustrate how their lungs work. Staff introduce new vocabulary, such as 'inflate', and children spontaneously use words they have learned, such as 'oxygen'. Staff know when to intervene and when to leave children to keep trying.
- Staff work with parents and other professionals to give children, including children with SEND, the best opportunities. They are tireless in pursuing help for children. Throughout the nursery, children and staff use signing to enrich communication. Parents have the opportunity to learn the 'sign of the month' to use at home.
- Managers and staff work closely in partnership with parents to support the whole family. For example, parents come to stay-and-play sessions. These demonstrate the value of their involvement in children's play and how to continue children's learning at home. Parents appreciate staff's comprehensive communication about children's experiences and progress, including daily updates, regular meetings and reports and use of a secure online system.
- Staff prioritise the development of children's excellent communication and language skills. They promote a love of books and rhymes across all age groups. Older children use books to find out about things that interest them, such as outer space. Young children listen to their favourite stories with great concentration and anticipate what will happen next. Staff model sounds and words and encourage babies to repeat them. They ask questions, allowing older children plenty of time to think and answer. There is a wealth of opportunities for practising fine motor skills and mark making across age groups.
- Children's well-being is a high priority for staff. Children enjoy fresh air and exercise daily outdoors. Indoors, they follow staff around the room, moving to songs and rhymes. This promotes their health and good physical skills. Children learn to keep themselves safe. For example, they say that they must use sun cream and drink plenty of water when it is hot. Children benefit from nutritious snacks and meals. They learn about healthy foods and dental hygiene.
- Staff ensure that children have the basic skills for future learning. For instance, children develop independence in feeding and dressing themselves. They are keen to take on small tasks to help each other, including setting the tables for lunch. Babies and toddlers visit their new rooms as many times as needed before they move on. Staff have firmly established links with schools that the children will attend.
- Kind and respectful staff are marvellous role models who guide children to recognise emotions and manage their feelings. Children take turns and share resources with each other. They form firm friendships and develop impressive social skills and good manners. Staff provide babies with loving care as they respond to their individual needs, such as their sleep habits.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY544933
Local authority	Sheffield
Inspection number	10351572
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	84
Number of children on roll	135
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0114 399 1617
Date of previous inspection	25 September 2018

Information about this early years setting

Bright Horizons Millhouses Day Nursery And Preschool re-registered in 2017 and is located in Sheffield. The nursery employs 30 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

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, deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 manager carried out a joint observation of a group activity with the inspector.
- Parents shared their views on the nursery with the inspector.
- The inspector 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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