

Inspection of Bright Horizons New Beckenham Day Nursery And Preschool

H S B C Sports & Social Club, Pavilion Lane, BECKENHAM, Kent BR3 1QW

Inspection date: 17 July 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

Staff provide children with many exciting activities that result in a busy learning environment where children thrive. They are consistently caring and loving towards the children and get down to their level to play and spend quality time with them. Staff who are newer to the setting have already created close bonds with children. For example, babies sometimes cry when their special person leaves the room. However, they settle quickly when they receive the same loving support from other staff until their key person returns.

Leaders confidently plan a curriculum that ensures all children have equal chances to succeed as they progress through the nursery. This includes children with special educational needs and/or disabilities (SEND) and children for whom the team has concerns. The team focuses on helping children to learn new skills through achievable steps, so that they make good progress at their own pace.

Staff encourage children to behave in positive ways by helping them to understand and follow simple rules and routines. They nurture children well to help them develop positive feelings and behaviours. Older children confidently follow routines and kindly remind their friends when it is time to tidy away. All children show that they feel safe and secure, and they develop keen attitudes towards learning.

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

- Leaders are reflective and use self-evaluation well to continually improve the quality of provision. They recently took appropriate action to improve the supervision of children. Staff are organised well throughout the nursery to keep children safe and to meet their needs.
- Leaders and managers have worked hard to overcome staffing issues, so that children continue to receive consistency of care. They follow strong recruitment and vetting procedures to ensure staff are suitable to work with children. They provide staff with regular support and training from the start, so that all staff are clear about their roles and responsibilities.
- Staff implement the curriculum aims well to help children learn new skills over time in readiness for their future education and lives. Occasionally, they do not enable older children to concentrate during some activities, particularly when noise levels rise, to enhance their learning. However, they know the children well and plan and provide purposeful activities that help them to make the best possible progress.
- Staff follow the curriculum for children's personal, social, and emotional development well. For example, they help babies and toddlers to feel settled and secure as they begin to explore and learn. They focus well on school-related activities to help older children develop the confidence, skills, and positive

behaviours they need for starting school.

- Staff provide all children with a language-rich environment to encourage their communication and language skills. They talk to babies and toddlers to guide their play, ask interesting questions, and introduce and repeat new words. Older children show great enjoyment when staff sit in their cosy areas to read stories. Staff involve them in sustained discussions about the content to increasingly develop their language abilities.
- Staff provide good opportunities for children to develop their physical skills. Some children enjoy moving their bodies to music while others manipulate play dough as part of strengthening their hand and finger movements. Staff offer their hands to babies when they show signs of wanting to stand. However, there are fewer opportunities for babies to use different objects and resources to further encourage their core strength, balance, and coordination.
- Staff provide regular feedback to parents about their children's progress and regularly share information to enhance children's development. Parents share positive comments about how staff know their children well and meet their individual needs.
- Staff work closely with other professionals to ensure that children, including those with SEND, receive targeted support. This helps them to close any gaps in their learning so that they make good progress. Leaders use additional funding well to provide resources that engage children and help them to learn as they follow their interests.

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:

- strengthen opportunities for older children to concentrate and focus on what is happening during activities, to further prepare them for their future learning
- enable babies to further develop their core strength, balance, and coordination, in readiness for walking.

Setting details

Unique reference number	2558543
Local authority	Bromley
Inspection number	10356957
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	1 to 4
Total number of places	71
Number of children on roll	61
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 3036
Date of previous inspection	10 December 2021

Information about this early years setting

Bright Horizons New Beckenham Day Nursery And Preschool registered in 2019. The provider employs 20 staff to work with the children. Of these, the manager holds an early years degree and one member of staff holds qualified teacher status. A further seven staff hold qualifications at level 3 and three staff hold qualifications at level 2. Eight staff are unqualified, although one has almost completed a qualification at level 3. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. The provider is also in receipt of early years pupil premium.

Information about this inspection

Inspector
Stephanie Graves

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around the nursery and explained how the different areas are used for children's care and learning.
- The inspector observed activities across the nursery and assessed the impact of teaching on children's learning.
- Children approached the inspector to talk about their activities and the resources they were using.
- The inspector spoke with some parents and read the written feedback of others to establish their views of the nursery.
- The manager joined the inspector to complete a joint observation of a planned activity.
- The inspector spoke to leaders and staff at convenient times throughout the day and sampled key documentation, including evidence to demonstrate staff suitability.

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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