

Inspection of Bright Horizons Southampton Nursling Day Nursery and Preschool

c/o David Lloyd Leisure , Sports Centre, Frogmore Lane, Nursling, SOUTHAMPTON
SO16 0XS

Inspection date: 2 December 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children enthusiastically explore the environment and easily select the toys they want to play with. The curriculum provided offers challenge and stimulates the interests of children. Children are keen to get involved in the activities on offer and show positive attitudes to learning. Staff work well as a team and act as good role models for the children. They consider children's interests and what they need to learn next when planning the curriculum. For example, younger children spend time building a train track, concentrating on joining pieces together. They plan which piece comes next and count how many trains they can fit on the track. This supports their early mathematical skills. Children show a love for learning from stories that staff read well. They snuggle in to listen, join in with actions and say the next word when staff leave gaps for them.

Children's beaming smiles show how happy and secure they are. Their laughter and chatter fill the air in this vibrant and busy nursery. Children rise to staff's high expectations for their success. Babies flourish in the care that they receive from the warm and knowledgeable staff. Children behave well. They share resources and enjoy playing alongside each other. Staff set clear expectations that impact positively on children's behaviour.

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

- Staff help children to develop effective communication and language skills. They model language and introduce new vocabulary for children to hear and repeat. Babies mimic the sounds they hear and babble with excitement. Children are keen to join in action songs and rhymes, which helps to extend their speaking and listening skills.
- Older children lead their learning with access to a range of interesting activities. For example, they independently access ingredients to make their own play dough. Children recall the skills they need, and delight in helping themselves to chocolate powder to make the dough smell 'yummy!' They comment on how their arms ache as they mix everything together to achieve soft and stretchy play dough, which they share with friends. This has a good impact on children's critical-thinking and problem-solving skills.
- Support for children with special educational needs and/or disabilities is good. Staff work closely with parents and other professionals to offer a consistent approach. This ensures children receive tailored support to help them make good progress and enjoy their time at this inclusive nursery.
- Staff know children well and provide babies and young children with peaceful areas for daytime sleeping. Staff follow home routines for continuity and children wake up naturally from their naps. Children enjoy spending time in the outside space. They test their physical skills as they dig in sand, ride bicycles and make

marks on vertical surfaces with water and paintbrushes. In addition, the dedicated chef has an in-depth knowledge of children's allergies and dietary requirements. The nursery provides a wide range of tasty and nutritious snacks and meals, all of which benefit children's overall health and physical development.

- Children develop independence in preparation for their next stages in learning. Staff encourage children's self-care skills. They remind them to wash their hands and support them to put their coats on by themselves. Children learn to follow the daily routines. However, on occasion, staff do not adapt their practice to meet the needs of younger children, such as at snack time. This means some children wait too long to join in and become distressed.
- Staff are aware of children's family backgrounds. However, staff do not purposefully explore and plan ways they can successfully embrace children's heritage and cultural backgrounds. This does not fully support children's awareness of similarities and differences in their community and the wider world.
- The manager has used additional funding effectively to enhance children's learning experiences. For example, a calming sensory area has been created to support children who need extra support to manage their emotions. This helps children to feel more emotionally secure.
- Partnerships with parents are good. Parents feel that staff are approachable and friendly. They value the support they receive from the manager and their children's key persons. This has a positive impact on children's personal development.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge of child protection issues and their role and responsibilities to keep children safe. They can identify the signs or symptoms that may indicate a child is at risk of harm. They keep their safeguarding knowledge up to date and know the correct reporting procedure to follow, including whistle-blowing, if they are concerned about the conduct of a colleague. The nursery has clear recruitment procedures, and the manager continues to assess staff suitability, for example, through supervisions, support and coaching. Staff complete risk assessments to ensure that the environment is secure, and children have a safe place to play.

What does the setting need to do to improve?

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

- review and adapt routines to ensure they are flexible and responsive in meeting the needs of young children

- strengthen how staff embrace the cultural heritage of all children attending, to enable children to understand more about similarities and differences.

Setting details

Unique reference number	EY319453
Local authority	Southampton
Inspection number	10228406
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	83
Number of children on roll	61
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	023 8214 8039
Date of previous inspection	8 December 2016

Information about this early years setting

Southampton Pre-School & Day Nursery registered in 2005. It is one of a chain of nurseries run by Bright Horizons Family Solutions Ltd. The nursery operates in purpose-built, ground-floor accommodation at the David Lloyd Leisure Centre in the Nursling area of Southampton in Hampshire. It is open each weekday, from 7.30am until 6.00pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 11 members of staff who work with the children, and a cook. Two members of staff are qualified to level 6, while eight members of staff hold relevant early years qualifications at level 3.

Information about this inspection

Inspector

Nina Lambkin

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 manager and has taken that into account in their evaluation of the nursery.
- The nursery leadership team and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and nursery vision.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2022