

# Inspection of Bright Horizons Stoke Newington Day Nursery and Preschool

Anita House, Wilmer Place, London N16 0LN

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Inspection date: 8 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are safe and settled in this welcoming environment. They develop close and trusting bonds with the staff, who have a caring and friendly manner. This helps to create a good foundation for children's future development. They smile as they arrive at the provision and settle quickly into the routine.

Children are enthusiastic and excited to see what activities they can join in with. They have built strong friendships and enjoy playing with one another. They explore playing indoors and outdoors and have lots of opportunities to develop their physical skills. They enjoy running, jumping, learning to balance and playing with balls. They use spades, jugs, pencils, tongs and scissors to develop their hand muscles. This helps them to be well prepared to practise their early writing skills.

Children behave well and demonstrate a positive attitude to their learning. Staff are good role models to children and have high expectations of children's behaviour. There are clear rules, boundaries and routines in place. Children show respect for their environment and others by tidying up their toys before moving on to the next activity.

Children enjoy books and listening to stories. Toddlers share stories with one another, turning pages and commenting on what is happening. Older children use their imagination to re-tell stories to one another using puppets. They develop valuable social skills for the future.

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

- The curriculum is well planned and sequenced. Staff regularly observe and track children's progress. They plan exciting activities based on children's interests. Any gaps in learning are quickly identified and appropriate support put in place. The curriculum is challenging and children are well prepared for next stages of learning.
- All children have good independence and self-care skills. Staff teach children to learn tasks such as dressing, going to the toilet and washing and drying their hands independently. Children are confident at putting on their coats, shoes, gloves and hats. Older children skilfully do up buttons and zips. Staff use opportunities such as mealtimes to teach children how to use cutlery safely. Children remind one another to cover their mouths when coughing and use tissues to clean their noses.
- Children are motivated and curious to learn. They take opportunities to develop and extend their own play. Older children have an interest in dinosaurs and can name their favourite dinosaurs such as 'Stegosaurus' and 'Tyrannosaurus'. They work together to make a home for them to live in out of blocks, discussing how

tall and wide it should be and what food they will need to have to eat. Toddlers enjoy splashing and using cups and jugs to pour and fill water. However, some staff lack knowledge on how to support this further which sometimes limits children's experiences.

- Staff are sensitive to children's needs and support their emotional well-being effectively. They help children to manage their emotions by talking to them, reading stories and using family photo albums to settle and help children to feel secure. Children say they feel happy at the nursery and enjoy playing with their friends but miss their parents. Staff reassure children it is okay to be happy or sad and that it is important to talk about their emotions.
- Staff interact warmly during care routines, such as nappy changes and washing hands. They make eye contact and sing songs. This helps young children to feel safe and secure.
- The manager and staff have high expectations of children and work hard to achieve the best outcomes for the children they care for. They work with parents to address any concerns about children's learning and development. All children, including those with special education needs and or/disabilities and those who speak English as an additional language, make good progress in relation to their starting points.
- Parents talk positively about the setting and say that they can see how their children have progressed since starting, for instance, in developing their independence skills and speech. They talk highly of the staff and the work they do to support their children. The manager has introduced an online system to share information. Parents like this and have commented that it has brought them closer to sharing information on their children. However, parents say they would like more opportunities to contribute to their children's learning.
- Staff are well supported by the leaders and managers. Induction, support and training opportunities enable staff to clearly understand their roles and responsibilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have good knowledge of safeguarding and child protection issues. All staff have completed safeguarding training. Staff know the signs that may indicate a child who is at risk of harm. Staff have a clear understanding of what to do if an allegation was made against them or a colleague. Staff closely supervise children and provide a secure environment to ensure that children remain safe. There are thorough procedures and checks in place to ensure that staff are suitable to work with children. Daily risk assessments are carried out before the children arrive and the provision is clean and safe.

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

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

- support staff's knowledge so that they are able to recognise and implement the characteristics of learning in children's play and be able to build on this
- strengthen partnerships with parents so they are able to further contribute to their children's learning.

## Setting details

<b>Unique reference number</b>	2527464
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10217635
<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>	92
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3926 8399
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Horizons Stoke Newington Day Nursery and Preschool registered in March 2019. The premises are situated in the London Borough of Hackney. The nursery opens all year round, from Monday to Friday between 7.30am to 6.30pm. The setting is closed on bank holidays. The provider is in receipt of funding for the provision of early education for children aged two, three and four years. There are 16 staff members of staff employed by the setting, all of whom hold suitable childcare qualifications and training.

## Information about this inspection

### Inspector

Nelam Pooni

## Inspection activities

- This is the first routine inspection the setting 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 inspection was carried out as a result of a risk assessment process, following information received about the provider.
- The manager led the inspector on a learning walk and told the inspector about what they want children to learn at the nursery.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach and what they want children to learn.
- The inspector held discussions with leaders, managers and staff throughout the day.
- The inspector observed children at play throughout the nursery, both indoors and outdoors.
- The inspector spoke with parents and gathered their views about the experiences of the setting. The inspector also viewed written feedback from parents.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first aid and Disclosure and Barring Service checks.

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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