

Inspection of Bright Horizons Timperley Day Nursery and Preschool

Deansgate Lane, Timperley, Cheshire WA15 6SB

Inspection date: 23 August 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

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 demonstrate outstanding resilience. They persevere on any given task and show a wonderful can-do attitude. For example, when completing a challenging jigsaw, children repeatedly try until they successfully place all pieces in the correct positions. They show excellent attitudes to learning which creates a brilliant foundation for their future development. Children are tremendously helpful and cooperative. They look after their toys and take care of their environment. When asked politely to tidy away, children swiftly respond and return their games to baskets prior to playing elsewhere. Children are very respectful, highly considerate and extremely mature.

Staff empower children to share their opinions and resolve their own conflicts. Staff carefully steer discussions to help children to understand how their actions make others feel. Children behave impeccably. Children try their hardest and strive to make staff proud of their efforts. They receive frequent praise and encouragement which contributes to their positive self-esteem. Children clap with delight as they receive animated congratulations for their efforts. Praise is meaningful and children's self-confidence flourishes. Children show they feel secure, happy and at ease. They enjoy the company of sensitive, kind and caring staff who lavish children with plenty of nurturing affection. For instance, children run across the room to give familiar staff a cuddle. Positive relationships contribute to children's exceptional emotional security, resilience and self-esteem.

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

- Children benefit from a well-planned curriculum. There is a clear focus on children being happy, emotionally secure and achieving their developmental capabilities. Staff frequently observe children and use their good knowledge to tailor teaching to children's interests and needs. Children are well supported in their learning and make good progress.
- Communication and language is a notable strength in this nursery. Teaching is strong in this aspect of development. Children are chatty and eager to share their ideas and thoughts. Since the pandemic, there has been a recent focus on improving the already good teaching in this area. This has impacted positively upon staff practice and outcomes for children in their language development.
- Children relish the freedom of playing outdoors. They enjoy to run and climb, practising their physical skills in the garden. Opportunities for children to take safe risks are incorporated into outdoor play, such as climbing across tyres and balancing on bridges. Children thrive physically when outside. However, plans to further develop the outdoor learning area are yet to be implemented to fully support those children who prefer to learn outside. Particularly, opportunities for children to learn that print carries meaning are less well supported outdoors.

- Staff understand the value of play. They recognise children's imaginative play helps them to practise what they already know and learn new things. Staff provide time for children to develop their ideas through play. For example, children enjoy playing with musical instruments. Children are expressive and creative as they play loudly and quietly with the instruments. They become deeply immersed in this fun, creative activity learning as they play and explore.
- Staff are good teachers. They make use of spontaneous learning opportunities as these arise during games. For example, children enjoy counting natural materials they find in the garden. They compare the sizes of stones, developing mathematical knowledge of measure and weight in practical, hands-on ways.
- Staff plan a range of fun and exciting activities. Children remain curious and enthused in their learning. However, sometimes staff working with the youngest children do not manage the volume of noise in the nursery to minimise distractions and fully promote children's concentration and focus.
- Children enjoy experiences in the wider community and they develop tolerance and appreciation for others different to themselves. For instance, children enjoy visiting local nursing homes to enrich their broad programme of learning.
- The nursery offers a supportive place for both children and families. Parents share information about their children and staff adapt routines to meet children's needs. Children quickly settle in readiness for their learning. Furthermore, there are plenty of practical ideas provided for parents to continue their children's learning at home. Partnerships with parents are good.

Safeguarding

The arrangements for safeguarding are effective.

The manager prioritises children's safety and welfare. She is aware of her responsibilities to protect children from harm and has good knowledge of the local safeguarding guidelines and procedures. Staff know how to identify and respond to the signs and symptoms of abuse, should these arise. Comprehensive risk assessment systems are established and effective. Staff encourage children to join in with safety checks and together they regularly review the nursery for possible hazards. This meticulous approach to safety helps children learn how to keep themselves safe and promotes their welfare. Children play and learn in a safe nursery.

What does the setting need to do to improve?

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

- develop staff knowledge of how to effectively promote babies' focus and attention and help them to make even more progress
- extend the already good learning opportunities outdoors to fully support those children who prefer to learn outside.

Setting details

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| Unique reference number | EY491797 |
| Local authority | Trafford |
| Inspection number | 10236700 |
| 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 | 88 |
| Number of children on roll | 64 |
| Name of registered person | Bright Horizons Family Solutions Limited |
| Registered person unique reference number | RP901358 |
| Telephone number | 0161 393 6729 |
| Date of previous inspection | 22 August 2016 |

Information about this early years setting

Bright Horizons Timperley Day Nursery and Preschool was re-registered in 2015. The nursery employs 16 members of childcare staff. Of these, one holds qualified teacher status, one holds appropriate early years qualification at level 5, two at level 4 and seven hold appropriate qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two, three and four year olds. It supports children who speak English as an additional language.

Information about this inspection

Inspector

Michelle Jacques

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 provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk around the nursery and discussed the curriculum design.
- The inspector spoke with children and staff at appropriate times during the inspection.
- A meeting was held with the leadership team to discuss the leadership and management arrangements.
- The inspector read and considered written comments from a number of parents.
- The inspector looked at relevant documentation, including 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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