

Inspection of Bright Horizons Tonbridge Day Nursery and Preschool

29 Pembury Road, TONBRIDGE, KENT TN9 2JB

Inspection date: 10 November 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children arrive happily, settle quickly and are soon ready to start their day. Staff have taken care to design the environment to ensure that all children can access the toys and equipment they need. In the baby room, the youngest children play with smiles on their faces. They enjoy exploring the room and pulling themselves up on the low-level furniture. In small groups, children enjoy taking part in rhymes and songs. They are encouraged by staff to join in with the actions and to sing along. The oldest children develop their independence through selecting their own games and activities. They show confidence in asking for the resources they need. In the outdoor area, children enjoy experimenting in the outdoor kitchen, where staff encourage them to use new vocabulary while they play.

Children behave very well and have lovely bonds with staff. Staff hold conversations with the children, teaching them how to take turns and respond to each other when talking. The older children chat happily with one another as they play and understand how to be kind and take turns. The well-being of the children is at the heart of staff's plans, and children receive interesting experiences through local visits and thoughtful activities. For instance, children have taken part in outings to the supermarket and library and enjoy taking part in gardening activities.

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

- Leaders and managers are very supportive of staff and work well as a team. They ensure that staff workload is manageable and prioritise staff well-being. Managers provide regular team meetings and one-to-one supervisions to support staff to develop their knowledge and skills. Staff continually strive to improve their professional knowledge and practice. They benefit from regular training and professional development opportunities. All staff contribute to effective communication.
- Staff implement a curriculum that is well sequenced and interesting. They build their curriculum on what they want children to learn by the time they go to school. Staff explain how they break this down into smaller steps so that children can achieve their goals. For instance, they understand how to support children in developing their mark-making skills. The younger children are supported by staff to use chunky brushes, and the older children can use thin paintbrushes independently and with the correct grip. This demonstrates the progress they have made in this area of learning.
- Children access a wonderful variety of resources in mathematics. For instance, they access many natural materials and take part in activities such as making play dough and threading with pasta tubes. However, there are times when staff do not consistently introduce mathematical vocabulary or develop children's counting skills as they play. This does not fully promote their early mathematical

development.

- Parents are well informed about their child's development and progress. They have daily conversations with their child's key person. Parents talk about the 'nurturing nature' of the nursery and how it is a 'collaborative and caring environment.' The manager invites parents to coffee mornings every few months, along with parent meetings, to discuss the progress of children.
- The development of children's communication and language is given high priority. They enjoy a range of stories to support them in learning new vocabulary. Staff know the importance of speaking clearly and calmly to children. They ask children questions to check their understanding. For instance, staff read in small groups, ensuring that all children listen and join in with familiar parts of the story. Staff have also introduced a lending library from which children can borrow books to take home, to promote a love of reading.
- Children have lots of opportunities to investigate and explore the world around them. Staff plan exciting activities in which children can make predictions and investigate what may happen in their play at all ages in the nursery. For example, younger children enjoy engaging in sensory experiences, such as exploring the sand. Children in the toddler room learn about floating and sinking as they experiment with objects and materials. Pre-school children thoroughly enjoy scooping flour and mixing it with water to make play dough. Children demonstrate a positive attitude to learning through high levels of engagement.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust knowledge of the safeguarding procedures in place and to whom to report any concerns about a child. They are confident in spotting signs of physical abuse and neglect and how to contact the local safeguarding partnership. Children are kept safe at the nursery through regular risk assessments of the outdoor area and regular checks on children during their naps. Children understand the importance of how to be safe, and staff teach them to report issues such as water spills on the floor and to walk carefully up and down the stairs.

What does the setting need to do to improve?

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

- provide more opportunities for children to count and use mathematical language in their play, to further their knowledge of numbers and mathematical concepts.

Setting details

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| Unique reference number | EY492299 |
| Local authority | Kent |
| Inspection number | 10308493 |
| 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 | 62 |
| Number of children on roll | 61 |
| Name of registered person | Bright Horizons Family Solutions Limited |
| Registered person unique reference number | RP901358 |
| Telephone number | 01732 441093 |
| Date of previous inspection | 23 March 2018 |

Information about this early years setting

Bright Horizons Tonbridge Day Nursery and Preschool registered in 2015. It is located in Tonbridge, Kent and is open Monday to Friday, from 8am until 6pm, all year round. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 21 members of staff, 13 of whom hold relevant early years qualifications at level 2 or above. This includes one member of staff who has a relevant early years qualification at level 4 and one member of staff who has a relevant early years qualification at level 6.

Information about this inspection

Inspector
Jade Mellin

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 this into account in their evaluation of the provider.
- The manager and leaders conducted a learning walk together and discussed the early years curriculum.
- The inspector and manager carried out a joint observation of a group activity.
- The inspector spoke to parents and took account of their views.
- The inspector observed the interactions between staff and children and the impact on their learning.

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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