

Inspection of Bright Horizons at Trafford

463 Stretford Road, MANCHESTER M16 9AB

Inspection date: 14 August 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this wonderful setting. Staff are highly skilled at supporting children to talk about their own feelings and the feelings of others. When children talk about feeling sad, other children and staff ask how they can help. Children offer a hug and a song. The staff team speaks a variety of different languages. Staff use their skills to encourage children who speak English as an additional language to engage in conversations in their home languages. Staff share their own cultural experiences with children. This supports all children to feel represented, respected and ready to learn.

All children benefit from an inspiring curriculum. Staff understand how to motivate children to learn by seeking their opinions to shape the experiences they offer. Children show real excitement as they share their knowledge of Van Gogh and create their own interpretations of his work. Children develop a thirst for knowledge and ask to learn more about artists. All children make excellent progress.

Staff have high expectations for all children. They are fully aware of the impact that their own behaviour has on children and consistently model respectful behaviour. Staff have taught children to play collaboratively and to value each other's opinions. Young children take turns to post objects and smile as the container fills up. Older children work together to make ramps for their cars. They politely ask each other if they can have a turn and cheer as their friends' cars 'go fast'. Children's behaviour is exceptional.

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

- The inspirational leaders continually evaluate the quality of the nursery. They seek the views of staff, children and parents to make continuous improvements. They have a clear vision and accurate oversight of the quality of practice in the nursery. Leaders provide staff with targeted training and feedback on their practice. This ensures excellent quality across the nursery.
- Staff complete meticulous assessments of children's learning to identify when they may benefit from additional support. The nursery's special educational needs coordinator (SENCo) works effectively with other agencies to give children and families the support they need. She ensures the curriculum is accessible to all children by overseeing the support that is in place. The SENCo is integral in ensuring all children with special educational needs and/or disabilities make excellent progress in their learning.
- Staff's interactions with children significantly promote children's communication and language skills. Staff provide puppets and, as babies pick them up, staff sing the song and pause to allow children to join in with the words. They provide

babies with family photos. As babies find these in the room, staff encourage them to engage in animated discussions about their family members. Staff who work with older children consistently ask questions that promote children to think. Children demonstrate excellent conversational skills.

- Children spend lots of time accessing and sharing books with staff and their friends. Staff read to children in a way that excites them and brings enjoyment. Even the youngest children turn pages and point to pictures with excitement. Staff understand how to sustain children's engagement with stories by providing props to allow children to act out stories in their play. Following reading 'The Tiger Who Came to Tea', children eagerly retell the story and use props to make 'tea' for staff. These experiences instil a love of early reading and help to support children's communication and imagination skills.
- Staff utilise every opportunity to support children's mathematical development. Children demonstrate their knowledge that they have been taught about numbers. They add candles to dough 'cakes' and count up to 10. Staff encourage children to think about what size piece of cake they would like. Children use words such as 'gigantic' and 'massive'. When children make a 'watch' with craft materials, staff encourage them to add numbers and children confidently say it is 'nine o'clock'. Staff support children to make exceptional progress and to develop a positive attitude to mathematics.
- Children show tremendous levels of independence and self-care skills. Staff encourage older babies to find and put on their own coats from their pegs. Older children are encouraged to help to clean tables before mealtimes and to competently use cutlery. Staff have taught children to pour their own drinks and sweep up sand as it spills. These experiences help to build children's self-confidence.
- Leaders have developed remarkable relationships with parents. They have established an effective two-way flow of information through daily discussions, information sharing on an app and parents' evenings. Parents receive an abundance of information about how to support their child's development at home. Parents state that these exceptional relationships have helped their children to make excellent progress with their development since they have started attending.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with extensive training for all aspects of safeguarding. They test out staff knowledge to ensure they have a secure knowledge of their responsibility to keep children safe. Staff are aware of the procedures to follow if they have any concerns about children's welfare or the conduct of a colleague. Staff use a mascot, 'Candy Floss', to teach children how to stay safe at nursery and at home. Following a notification to Ofsted of a recent incident in the setting where leaders identified a breach of risk assessment procedures, staff have taken swift action. They have strengthened procedures to ensure the premises are secure.

Setting details

Unique reference number	EY361168
Local authority	Trafford
Inspection number	10303554
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	70
Number of children on roll	126
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0161 393 6722
Date of previous inspection	28 November 2019

Information about this early years setting

Bright Horizons at Trafford registered in 2007 and is situated in the Trafford area of Manchester. The nursery employs 49 members of childcare staff. Of these, 31 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Weston

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 leaders and has taken that into account in the evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and explored the safety and suitability of the premises.
- Children and staff communicated with the inspector and the inspector took account of their views.
- The inspector observed the quality of interactions between staff and children.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- Parents shared their views on the setting with the inspector.
- The inspector spoke with leaders about the leadership and management of the nursery.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The SENCo spoke to the inspector about how they support children with special educational needs and/or disabilities.

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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