

# Inspection of Bright Horizons Winchester Day Nursery and Preschool

Yellow Dot Nursery, 3 Wales Street, WINCHESTER, Hampshire SO23 0ET

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Inspection date: 1 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children are extremely emotionally secure and happy at this setting. They enjoy a wealth of opportunities and start the day with eagerness and excitement. Staff have high aspirations for all children. They establish a highly effective and ambitious curriculum, which is informed by their meticulous observations and assessments. Staff thoughtfully plan experiences that stimulate children's natural inquisitiveness and spark curiosity and imagination. Children are immersed in sensory play as they use potato mashers to mix berries with water. They readily transfer the water using pipettes and jugs, learning about volume and capacity as they play.

Children form strong attachments with staff, who know their interest and needs exceptionally well. As a result, children settle remarkably quickly. The well-being of children and staff are priority for the manager as she recognises the impact it has on children's development. The children's behaviour is exceptional. They show high levels of respect and care for each other as they share and take turns. Consequently, children show high levels confidence and independence. Parents speak extremely positively about the support staff and managers provide for their children. Parent partnerships are highly effective, with comprehensive online support in place. As a result, parents keep up to date with information about their child's learning and development.

All children, including those with special educational needs and/or disabilities, make excellent progress from their starting points. Staff identify children's needs at the earliest point and adapt learning opportunities to ensure a fully inclusive environment.

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

- The quality of teaching throughout the nursery is outstanding. Staff follow children's interests exceptionally well. Therefore, children are highly motivated and eager to join in with play opportunities. Staff use their expert knowledge and adapt experiences to support each individual child's development. Consequently, they provide focussed teaching support that enables children to develop new skills and knowledge.
- Children are very well settled and form exceptionally secure emotional attachments with staff. The settling-in procedure is effective and children feel safe and secure due to the robust key-person system. The children behave remarkably well and have high levels of respect for each other. For example, children thoughtfully share resources and consider each other's feelings as they play.
- Children have an abundance of opportunities to practise their physical skills.

Younger children build strength and confidence as they pull themselves up and cruise along furniture. The older children demonstrate high levels of concentration and physical coordination. They skilfully ride tricycles, run along the garden path and balance on planks, developing their core skills. Children are closely supervised and reminded of safe boundaries to follow while they manage their own risk.

- Communication and language development are a clear focus in the setting. Children enjoy sharing a wide range of books with staff, exposing them to a language-rich environment. Children learn an abundance of new words that extend their vocabulary. The younger children show a love for singing nursery rhymes, while the older children enjoy a book about the Queen's Jubilee. The children are intrigued by the word 'coronation'.
- Children develop high levels of independence and self-help skills as the manager and staff have an exceptional understanding of how children develop and learn. Staff effectively build on children's skills as they progress through the nursery. Babies follow their individual home routines; toddlers experience more opportunities to develop independence during snack times and make choices. Older children independently follow toilet and handwashing routines and self-serve their meals. As a result, children increasingly build resilience and confidence.
- Staff successfully challenge children's observational and abstract thinking skills by providing experiences that ignite their senses. Children are progressively inspired and fully engaged as they play. For example, babies crunch cereal with their hands, toddlers mix sand and play dough, and the older children squish berries to make potions with the juices.
- The management team places great emphasis on developing a talented workforce. Staff receive regular training to ensure they improve their knowledge and skills. The staff talk highly of the management team and the support they receive. The manager undertakes extensive self-evaluation and uses meticulous supervision to ensure the staff receive targeted support.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have an in-depth understanding of child protection issues. They confidently explain the possible signs of harm and procedures to follow when reporting concerns. Staff continually update their knowledge through training, and the designated safeguarding leads attend more advanced training. They promptly refer concerns and keep children safe from harm. There are stringent risk assessments in place to promote children's health and safety. Children learn to assess risks safely during play as they balance on planks, climb stairs and navigate the garden. Staff closely supervise children to promote their welfare. Leaders follow robust recruitment procedures that help to assure the suitability of adults working with children.

## Setting details

<b>Unique reference number</b>	EY483981
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228976
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	75
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01962 842 120
<b>Date of previous inspection</b>	10 August 2016

## Information about this early years setting

Bright Horizons Winchester Day Nursery registered in 2014. It is located in Winchester, Hampshire. The nursery operates between 7.30am and 6pm, Monday to Friday, for 51 weeks a year. The setting receives funding to provide free early education for children aged two, three and four years. There are 18 staff. Of these, 13 hold a childcare qualification between level 2 and 6. One staff member has qualified teacher status and two hold early years professional status.

## Information about this inspection

### Inspector

Michelle Fountain

## 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 that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children engaged with the inspector during the inspection.
- The manager and inspector completed a joint observation and discussed feedback.
- The inspector observed the interactions between staff and the children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of 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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