

Inspection of Bright Horizons Bank Street Day Nursery And Preschool

50 Bank Street, London E14 5NS

Inspection date: 4 December 2023

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

What is it like to attend this early years setting?

The provision is good

Leaders have developed a curriculum that is ambitious for every child. They have clear learning priorities in each room to meet the age and stage of children. For example, there is an appropriate focus in the baby room on children building secure relationships with their key persons. Staff value the uniqueness of each child and can talk confidently about their key children and their individual next steps in learning.

Staff's interactions with children are warm and reassuring, which contributes to children feeling secure and confident. Children are keen to approach staff members to share things they have made or invite them into their play. For example, children collect a second set of identical resources from around the nursery to invite staff to make cookies from play dough with them.

Staff actively teach children to listen to each other and share resources. Children learn to play together cooperatively. For example, a group of older children work together to build an impressive array of tunnels and bridges out of wooden blocks. Staff are quick to step in and gently help children to resolve any minor disagreements. Children show an awareness of the rules in the nursery, although these need to be further embedded. For example, staff sometimes forget to remind children to use 'walking feet' inside, leading to some unsafe running. Nonetheless, behaviour is generally good.

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

- Leaders ensure that the nursery feels warm and welcoming. All rooms are well resourced and staff set up inviting activities that motivate children to explore. For example, children enjoy using dried citrus fruits and fir tree branches to make festive creations from play dough. Staff observe children and skilfully engage in their play to extend and enhance their learning. However, on occasion, staff focus on routine tasks and their interactions are not as meaningful.
- Leaders and staff put an appropriate focus on developing children's communication and language skills. They model and repeat key vocabulary for very young children. For instance, staff verbally label the pictures in simple board books. Staff narrate as children play and ask questions to promote their thought and conversation. As such, children become confident communicators in readiness for their next stage of learning.
- Children demonstrate positive attitudes to their learning. For instance, they persevere to count pom-poms onto Christmas trees, using jumbo tweezers. When children make mistakes, staff encourage them to keep on trying and support them to succeed, offering enthusiastic praise when they do so. This

helps children to become resilient learners.

- The nursery benefits from plenty of space and natural light. Despite having no outside area, staff use the available space to ensure that children get opportunities to develop their gross motor skills. For example, children participate in yoga sessions and staff move furniture aside to set up obstacle courses. Additionally, staff take children on daily outings into the local area, such as to parks and the library. This gives children real-life experiences and helps them to learn about the world around them.
- Leaders and staff promote British values. For example, children vote every two weeks on who should be on the nursery's committee, who are given extra responsibilities and make decisions on behalf of their peers. For example, they decide where they would like to go on their daily outing. This helps to teach children about democracy in action.
- Children who speak English as an additional language are well supported. Leaders make sure that books reflect the variety of languages spoken within the nursery, and staff seek key words from home to help children communicate their needs. In addition, the nursery celebrates a range of festivals throughout the year, such as Diwali and Eid. This supports all children to feel valued and represented.
- The special educational needs coordinator works well with other professionals, and parents, to ensure a cohesive approach towards children's individual learning goals. Children with special educational needs and/or disabilities get the support they need and make progress towards their goals.
- Leaders have a secure understanding of their strengths and areas for continued improvement. The senior leadership team has empowered staff to take ownership of the action plan to ensure long-lasting improvements. There are numerous benefits in place to support staff's well-being. Staff comment they feel part of a supportive team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are highly present in the nursery and staff have been working on how they communicate with each other. This supports a culture of safeguarding. Staff have a secure safeguarding knowledge. Leaders have robust vetting and recruitment procedures. They use highly effective inductions and supervision sessions to ensure the continued suitability of staff. Risk assessments are secure, including for the daily outings into the local area. Staff teach children to consider their own safety by placing a cuddly zebra at activities where risks may be present. Staff manage children's allergies through an effective colour-coded system. Most staff hold a paediatric first-aid certificate.

What does the setting need to do to improve?

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

- embed the expectations for children's behaviour so that all staff confidently reinforce the rules in the nursery
- continue to provide high-quality training, coaching and support so that all staff continue to improve their interactions with children.

Setting details

Unique reference number	EY548180
Local authority	Tower Hamlets
Inspection number	10299022
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	64
Number of children on roll	47
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3319 3503
Date of previous inspection	18 May 2023

Information about this early years setting

Bright Horizons Bank Street Day Nursery and Preschool registered in 2017 and is located in the London Borough of Tower Hamlets. It is based in the Northern Trust building in Canary Wharf. The nursery offers care from 7.30am to 6.30pm, Monday to Friday, all year round. There are 26 members of staff. Of these, 19 staff hold appropriate childcare qualifications. The nursery receives funding to provide early years education for children aged two, three and four years.

Information about this inspection

Inspector
Nicola Baker

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- A member of the leadership team joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed 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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