

# Inspection of Bright Horizons Beckenham Day Nursery and Preschool

20 Langley Road, Beckenham BR3 4AD

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Inspection date: 7 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

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**

The manager and her staff team provide a warm and welcoming environment for all children and their families. Parents bring their children into the setting and help them to settle in. As a result, children are eager to start their day and happily engage in the different routines and activities. Staff create a busy but calm and safe environment in which children can explore and learn.

The manager has clear intentions for helping all children to achieve new knowledge and skills. She shares her curriculum aims with the staff team to provide a clear focus on meeting children's individual learning needs. Overall, staff provide the right amount of challenge within well-planned activities to help all children move forward in their learning. Older children take pride in their achievements and become ready for the next stages in their learning, and school. Staff engage them through discussions and stories about starting school to help them prepare for the transition. Children are well-behaved and remain busy and focused throughout the day.

Staff support one another as they maintain warm, nurturing relationships with babies, toddlers and all children across the nursery. Children who are moving on to new rooms already show close attachments to their new key persons as they settle.

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

- The provider has recently taken action to improve risk assessments and the security of the premises, to ensure they meet statutory requirements and keep children safe.
- The manager is well-supported by the wider leadership team. In turn, she places a strong focus on the well-being of her staff team and effectively supports staff in their respective roles. The team works seamlessly together to help all children feel secure, develop good relationships and enjoy a wide range of learning experiences.
- Staff understand the manager's curriculum aims and implement these well overall. Occasionally, they do not take all opportunities to fully extend children's interests. For example, younger children enjoy exploring books with staff and each other but lose interest when staff move away to complete other tasks. Children do not benefit quite as much from their learning experiences at such times.
- Staff effectively assess children's progress and plan their next steps in learning to help them practise and learn new skills. Staff adapt activities to fully include all children, including those who speak English as an additional language. All children are motivated to learn and make good progress from their unique

starting points.

- Staff teach babies and toddlers new words, such as 'nibbles' and 'peppers'. They use more complex language to help older children learn about the world around them, for instance, as they explore seeds and planting. Occasionally, staff do not use questions and conversations that encourage the older children to respond in sentences of more than one word. Despite this, staff help children to make good progress overall in their communication and language development.
- Children enjoy being active. Staff fully encourage all children to develop their physical skills indoors and outside. They recognise that some children have limited opportunities for outdoor play at home. They make the most of using outdoor spaces to enable these children to explore and develop confidence, strength and coordination.
- All children learn to share, take turns, and play harmoniously together. Staff understand children's emotional needs and know that some behaviours are attributed to children's needs or changes in their lives. They are gentle, sensitive, and supportive, and help children learn how to regulate their own behaviour well.
- Staff form good partnerships with other professionals who are involved in children's care and learning. They follow their advice and set targets to meet the learning and development needs of children with special educational needs and/or disabilities. They ensure the children are fully included in all experiences and they meet their specific needs well.
- Staff encourage older children to become independent, manage their personal needs and learn to concentrate well in readiness for their future lives.
- The manager and staff provide parents with good support and ongoing information about their children's progress. Parents feel staff provide children with very positive learning experiences, encourage their home languages and appreciate the healthy food provided. They feel their children make good progress and become more than ready for starting school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers are clear about their responsibility to safeguard children. They monitor any new safety procedures within the nursery to ensure that these are effective in keeping children safe. Staff understand the signs and symptoms of abuse or neglect. They keep important information with them and understand how to follow the correct procedures in the event of a child protection concern. They also encourage children to learn about keeping safe. For example, toddlers carefully climb up and down the stairs and older children safely use large play equipment outdoors.

## **What does the setting need to do to improve?**

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

- broaden opportunities to build on children's personal interests to further encourage and extend their learning
- explore different ways to help older children respond to questions and scenarios in more detail, to further develop their communication and language skills.

## Setting details

<b>Unique reference number</b>	EY492845
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10294105
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	02037803051
<b>Date of previous inspection</b>	19 December 2017

## Information about this early years setting

Bright Horizons Beckenham Day Nursery and Preschool registered in 2015. It is located in Beckenham, in the London Borough of Bromley. The nursery is open each weekday from 7.30am to 6pm, for 50 weeks of the year. The nursery is closed on all public bank holidays and for a week at Christmas. The nursery receives funding for free early education for children aged two, three and four years. It also receives early years pupil premium funding. The provider employs 22 staff. Of these, 15 staff hold early years qualifications at level 2 or above. This includes one member of staff who is qualified to level 6. The manager holds early years professional status and the deputy, and one other staff member holds qualified teacher status.

## Information about this inspection

**Inspector**  
Stephanie Graves

## 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 setting.
- The manager showed the inspector around the nursery and explained how the different areas are used for children's care and learning.
- The inspector spoke to parents and reviewed their written feedback to help inform the inspection.
- Older children approached the inspector to talk about their interests and favourite activities.
- The inspector spoke to leaders, managers and staff at convenient times throughout the day.
- The manager and the inspector conducted a joint observation of a planned activity in the garden.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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