

# Inspection of Bright Horizons Bristol Long Ashton Day Nursery and Preschool

C/o David Lloyd Tennis Centre, Ashton Road, Bristol, Avon BS3 2HB

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Inspection date: 24 October 2022

**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 Outstanding

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

### **The provision is good**

Children are very happy to attend this nursery. They arrive confidently and settle quickly. Children form strong attachments to their key person. They clearly feel safe and secure as they independently explore the surroundings. The setting has a heuristic approach to play and staff encourage children to explore the wide range of natural resources on offer.

The setting prioritises children and staff's emotional well-being. Children form good friendships with their peers. Staff have high expectations of all children. They encourage them to consider others' feelings and children learn from a young age to share and take turns. Children encourage each other to be polite and use good manners. Staff provide plenty of opportunities for children to develop their independence and self-help skills. For example, older children readily help with tasks, such as sharing out plates and cups ready for lunch. Staff treat children with respect and dignity when meeting their personal care needs. Younger children are familiar with care routines and are encouraged to do up their own clothing.

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

- The manager has an ambitious vision for the nursery. She is passionate about providing children with rich learning experiences that support them to become well-rounded individuals.
- Staff enjoy taking ownership for delivering a broad and varied curriculum that follows children's interests. Learning experiences are meaningful for children. For example, children enjoy baking space biscuits linked to a story they have read. Consequently, children are engaged and enthusiastic about their learning.
- The key-person system is effective. Staff know children and their families well. They track children's development and set appropriate next steps for them. Staff adapt learning to meet children's individual needs. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- Overall, staff support children's communication and language development well. Babies benefit from regular singing and enjoy joining in with the actions to nursery rhymes. Staff provide narration while young children play. However, some staff ask too many questions and do not provide enough time for children to respond, particularly those children who are much quieter than their peers. This means that some children do not develop as much language as they could.
- Children benefit from a range of books within the environment linked to their learning. They eagerly listen to staff reading with great expression. This helps children to learn new vocabulary and develop a love of books.
- Routines, such as mealtimes, have been reviewed and improved. Staff interact warmly and support children to develop key life skills. Even babies practise the

importance of good personal hygiene. For example, they try wiping their own hands after eating and putting the wipes in the bin.

- The nursery establishes positive partnerships with families and external agencies. Parents are very happy with the regular communication they receive, including daily updates. They report how pleased they are with the progress their children are making. Staff encourage parents to support children's learning at home. For example, children take home bags to collect a range of autumnal resources with their families.
- All staff feel extremely well supported by the leadership team. Robust induction processes are in place for new staff. The manager creates an ethos that supports mental well-being. Consequently, all staff have positive attitudes towards their work.
- The manager places high priority on the continued professional development of staff. She identifies training needs and provides staff with regular opportunities to attend courses, including on wider safeguarding issues. However, not all staff reflect on these opportunities as well as they could, and some of their training knowledge is not yet fully embedded within their practice. The manager strives for continual improvement and plans to address this through regular focused staff meetings.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff attend regular safeguarding training and have a secure knowledge of how to protect children and keep them safe. They all know the signs that may indicate a child is at risk of harm. Staff know what to do if they have concerns about a child's well-being. They are confident with the whistle-blowing procedures if they have concerns about staff conduct. The manager has attended safer recruitment training and ensures robust recruitment procedures are in place.

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

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

- increase staff awareness of how to support children who are shy or quieter than their peers, to help them fully participate in activities and join in with conversations
- continue to make greater use of staff development to ensure all staff fully reflect on training that builds their knowledge of the wider aspects of safeguarding, such as 'Prevent' duty and county lines.

## Setting details

<b>Unique reference number</b>	EY286451
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10234817
<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>	0 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	0117 428 5160
<b>Date of previous inspection</b>	24 October 2016

## Information about this early years setting

Bristol Day Nursery and Preschool registered in 2004. The nursery employs 14 members of staff. Of these, 10 hold appropriate early years qualifications at level 3 and above, including two with qualified teacher status. The nursery opens Monday to Friday, all year round, except bank holidays, and is closed for one week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery receives funding to provide free early education for children aged three and four years.

## Information about this inspection

### Inspector

Amy Fedrick

## 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 her evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation of an adult-led activity with the manager.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took their opinions into account.
- 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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