

Inspection of Bright Horizons Chingford Day Nursery and Preschool

76 Station Road, London E4 7BA

Inspection date: 23 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They are very motivated to learn and persist with activities they enjoy. For instance, they fill and empty containers with water, peas and sweetcorn. They play with sand and make modelling dough. During water play activities, children confidently tell the inspector why the water changes colour and say this is because, 'The juice comes out of peas and sweetcorn.' Children enjoy making vegetable potions. They have plenty of opportunities to develop their physical skills and enjoy fresh air outdoors. Older children take calculated risks and jump off equipment and walk along crates, while toddlers walk on a balancing beam holding staff's hands. Children demonstrate excellent coordination and balance skills.

Children's behaviour is very good. They form respectful relationships with staff and their peers. Staff remind the older children daily of the nursery rules, and children show understanding of these. Children learn how to recognise their emotions. For example, they used colour-coded jars to put their names into to indicate their feelings. Staff discuss these at circle time and empower children to understand their own emotional well-being. Staff are positive role models for children. They show interest in what children choose to do, respond to their emotional needs and get fully involved in their play.

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

- The manager and staff structure the curriculum to support and build on what children know and can already do. Staff make ongoing assessments of children's achievements. They provide children with a stimulating learning environment, indoors and outdoors. They know children well and understand their developmental needs and interests. However, staff do not engage younger children in sufficiently challenging activities to ensure they make effective progress in their learning.
- The special educational needs coordinator works well in partnership with other agencies, parents and staff to reduce any gaps in children's development. She ensures that any developmental concerns are responded to quickly. Children with special educational needs and/or disabilities are fully included in all activities.
- Staff support children's language and literacy skills well. Children demonstrate strong communication skills as they use the breadth of their vocabulary to talk to each other and share ideas. For example, at group time, children show and tell about their own books and toys. Staff support the children in asking appropriate questions. Children learn how to hold discussions. This helps the children to build self-confidence and self-esteem. Staff help children and model new words and meanings. Children use words like 'disappears' and 'x-ray' as they practise

their letters and sounds ready for the next stage of learning.

- All children have exceptional problem-solving skills and a can-do attitude to their learning. For example, babies try to climb up a ramp. They work out that they need to hold on with their hands before moving their legs. Babies continue to practise these movements, beaming with delight each time they move higher up the slope. Staff supervise their endeavours closely.
- Overall, staff encourage children's independence. They support children to look after their belongings and wash their hands at appropriate times. However, staff do not consistently maximise the opportunities to develop children's self-care skills. For example, they do not teach younger children to wipe their noses or consistently remind them to cover their mouths when coughing.
- Parents talk highly about the nursery and the staff. They appreciate the good progress their children are making, especially with their language development and confidence. Communication is very good, and parents are updated regularly on their children's progress through an online journal and verbally each day.
- The nursery offers rich experiences to the children to promote opportunities to learn about life in modern Britain. It promotes understanding and respect towards other people and communities. Children celebrate a range of festivals and learn about themselves and others. They visit residents of the local care home. This teaches the children empathy and tolerance for others.
- The manager consistently evaluates the ongoing performance of the staff. Staff feel that they are managed well, they receive good support and are offered professional development opportunities.

Safeguarding

The arrangements for safeguarding are effective.

The manager is committed to keeping children safe. Staff complete regular safeguarding training to keep their knowledge up to date. Staff have a comprehensive understanding of the signs that could indicate a child is at risk of harm. They know what to do to ensure their concerns are reported to the appropriate agencies in a timely manner. Staff understand the importance of a whistle-blowing policy and would record and report any inappropriate behaviour. Risk assessment is used effectively to provide children with a safe learning environment. The manager follows a rigorous recruitment procedure to check the suitability of staff working with children.

What does the setting need to do to improve?

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

- strengthen planning and teaching for younger children to provide sufficient challenge and support them to remain focused on their learning
- support children to become more independent in developing their self-care skills

and managing their personal hygiene.

Setting details

Unique reference number	EY486810
Local authority	London Borough of Waltham Forest
Inspection number	10276177
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	61
Number of children on roll	65
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3912 6012
Date of previous inspection	4 July 2017

Information about this early years setting

Bright Horizons Chingford Day Nursery and Preschool registered in 2015. It operates from adapted premises situated in Chingford, within the London Borough of Waltham Forest. The nursery opens from Monday to Friday, 7.30am to 6.30pm for 51 weeks of the year. There are 22 members of staff, 15 of whom hold a relevant childcare qualification at level 3 or above. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Marta Kellouche

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 provider.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector reviewed relevant documentation, including the evidence of recruitment and suitability of the adults working with the children.
- The inspector took account of the views from parents spoken to on the day of the inspection.

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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