

# Inspection of Bright Horizons Chiswick Day Nursery and Preschool

Quintin Hogg Memorial Ground, Hartingdon Road, London W4 3AN

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Inspection date: 24 May 2023

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

### **The provision is good**

Children are confident. They build strong relationships with staff, who are nurturing and caring. Staff are open in their body language as they welcome children to join each other in play. Throughout the day, children seek staff out to engage in cuddles and share what they are doing. This provides a secure foundation for future learning.

Children are active in their learning, as staff engage them in play. Staff follow their individual interests. For example, babies wash dolls in soapy water as they learn to play alongside each other. Pre-school children build their finger muscles as they explore colour with paints and pipettes. This develops children's positive attitudes towards learning.

Children are learning what is good for their bodies. Staff follow procedures to ensure that children's dietary needs are met. During mealtimes, staff engage in conversations with children about what they are eating and drinking. They explain what is good for their bodies. They say, for example, 'Milk is good for your bones' and 'Wash your hands because of germs.' This helps children to learn the importance of living a healthy lifestyle.

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

- The new management team has worked together and with other professionals to build a strong staff team and develop practice within the nursery. Leaders place a high priority on the well-being of staff. For example, they have staff appreciation boards and 'employee of the month'. Staff feel supported and that their voice is heard. All staff talk about feeling supported and report that they have a good work-life balance. As a result, staff feel valued. This has a positive impact on the atmosphere for children attending the nursery.
- Leaders complete regular observations and individual meetings with staff to monitor their practice. They reflect on practice with staff to make changes if needed. However, staff do not consistently help children to understand what is happening now or next as activities move on and change throughout the day. Children can wait for periods of time, making them feel frustrated and not fully engaged.
- Children generally behave well. When they push toys on the floor or take toys from each other, staff ask them to stop. However, staff do not explain to children why they ask them not to do something, to help them develop a deeper understanding of how their behaviour impacts on others.
- Leaders work with staff to carry out their vision for the nursery. Leaders have realistic expectations for children, demonstrated through a well-thought-out, sequenced curriculum. As children progress from room to room, there is an

emphasis on preparation for their next stage of learning. In the pre-school room, older children learn the key skills they need in readiness for school. Staff are clear that children do not need to be able to write their own name. However, staff support them to be able to hold a pencil correctly, when they are developmentally ready, before they start school.

- Staff know what children can do and how to support them in their next stage of their development. Staff follow children's interests. They use information from observations and assessments to plan interesting activities. Staff work closely with the special educational needs coordinator when they have concerns about children. This helps all children to make progress.
- Leaders and staff recognise the importance and benefits of building strong relationships with parents. For example, they provide verbal feedback to parents during handovers, as well as parents' evenings. In addition, they learn key words in the child's home language and share development updates through their online app.
- Staff support children's communication and language skills well. Younger children's communication skills develop as they sing nursery rhymes and songs. Staff model language well. Toddlers are intrigued by the name of vehicles. Staff pronounce new words for children, such as 'excavator', which children are eager to copy. This helps children to become confident speakers

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are clear on the procedures to follow to ensure children are kept safe from harm. Staff are aware of the many different reasons children may be at risk of harm, and they know the signs and symptoms to be aware of. There are clear reporting procedures in place, which all staff know how to follow. Staff are aware of the external agencies they can report to. Leaders and staff know the importance of not using their personal mobile phones around the nursery. All staff are confident to challenge others if they feel that procedures are not being followed. Leaders and staff explain the mobile phone policy to parents, offering reminders when needed.

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

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

- support children more effectively as activities move on and change throughout the day, to fully support their learning
- develop staff practice and help children to understand how their behaviour impacts on others.

## Setting details

<b>Unique reference number</b>	EY542728
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10201720
<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>	87
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3824 7085
<b>Date of previous inspection</b>	11 February 2019

## Information about this early years setting

Chiswick Day Nursery registered in 2016. It is located in Chiswick, in the London Borough of Hounslow. The nursery employs 15 members of childcare staff. Of these, nine hold appropriate qualifications at level 3, and six are unqualified. The nursery is open from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6.30pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tina Twynham

## 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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 manager and the inspector carried out a joint observation during lunchtime.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children spoke to the inspector during 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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