

# Inspection of Bright Horizons Church Crookham Day Nursery and Preschool

Springfield House, Redfields Lane, Church Crookham, Fleet GU52 0RP

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Inspection date: 24 January 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 enjoy attending the nursery and receive a warm welcome from the staff in their rooms. There is a range of activities and resources accessible for them. Younger children seek comfort and attention from staff, who encourage them to explore differently textured resources, read books with staff and experiment by rolling balls that make different sounds. Toddlers show their increasing independence and happily go to explore the 'home' play resources, books and other resources stored on low-level storage units. Pre-school children confidently enter their rooms and hang their coats and bags up. They eagerly share with staff any news they have, such as their like of sharks and that they have a shark watch.

Role play is a favourite of children in each room. They enjoy re-enacting things they have seen at home or while out. For example, children put on aprons and select a cook book to choose what to cook. They refer to the recipe to see what ingredients they need for their 'triple chocolate cupcakes'. They then pretend to pour and mix the ingredients before putting them in the play oven to cook. Children look in through the oven door to see if the cakes are ready and take them out when done. Children behave well, and staff give them praise and guidance to support this. From an early age, children learn the importance of sharing and taking turns.

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

- Leaders and managers have a clear focus on how they would like to develop the nursery provision and build up their core staff. The COVID-19 pandemic has had a big impact on staffing and qualification levels. In-house apprenticeships are in place to support staff to gain a qualification while working in the nursery.
- Management place a strong focus on staff well-being. They continually engage with staff to provide appropriate support, and leave food and care products in the staff room to boost their sense of belonging and well-being. Staff report that they are happy in their roles and have good opportunities for ongoing professional development.
- Staff listen to children and encourage them to talk about what they are doing. They introduce new words, such as 'high', 'low', 'damp', 'muffins' and 'dragons', to build on children's communication and language skills. Children love outdoor play and can freely choose to spend time inside or outside in the garden.
- Children learn about healthy lifestyles and enjoy a range of freshly cooked meals, fruit and vegetables. They sit together to eat and develop their independence skills as they choose their food and serve themselves, even from an early age. This helps children build on their personal, physical and social skills.
- Staff working with older children place a high priority on developing the skills

these children need in readiness for their move on to school. Children are learning to occupy themselves, concentrate on activities and complete their own personal independence tasks. Children learn how to negotiate and work together to achieve an activity, such as writing in the sand, completing the marble run or completing artwork for Chinese New Year. Babies develop their mobility and enjoy standing at tables to dab paint on paper taped there. Toddlers enjoy sharing stories with staff, exploring the climbing equipment outside and sitting playing with toys on the floor.

- Partnership with parents is good. Staff actively seek information from parents, particularly when settling children in or when emerging needs are identified. Parents provide feedback via an online application, in person or at parents' meetings. They report how pleased they are with the care that their children receive.
- Children with identified or emerging special educational needs and/or disabilities (SEND) receive very good support from staff and the special educational needs coordinator (SENCo). Staff learn some key words in children's home languages and use pictures and signing, such as Makaton, to support their communication. Activities embrace the cultural diversity of children attending the setting. This promotes children's awareness of the similarities and differences within the local community and the wider world.
- Staff in all rooms organise activities to address the next steps of learning they identify for individual children. However, at times, the organisation of staffing and activities leads to activities not being fully thought through and planned to ensure that children can participate fully and gain the intended knowledge and skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers demonstrate that they are fully aware of their responsibilities to keep children safe. The designated safeguarding leads are confident in their role. Staff share how they have recently completed safeguarding training to ensure that this knowledge is up to date. They also confirm that management randomly test their safeguarding knowledge during morning 'huddles' and staff meetings. Staff all demonstrate a good awareness of what may indicate a concern for a child's welfare and where to refer these details on to. They demonstrate a secure understanding of how to whistle-blow any concerns if they feel management are not addressing them. Staff regularly complete risk assessments and share how these help them to identify and minimise any hazards to enable children to play safely.

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

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

- review the organisation of staff and activities to ensure that children can participate fully and gain the intended knowledge and skills.

## Setting details

<b>Unique reference number</b>	EY449058
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10266172
<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>	115
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01252 917074
<b>Date of previous inspection</b>	21 June 2017

## Information about this early years setting

Bright Horizons Church Crookham Day Nursery and Preschool registered in 2012. It is one of a number of nurseries owned by Bright Horizons Family Solutions. It operates in a purpose-built building in a residential area of Church Crookham, Hampshire. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery is open Monday to Friday, from 7.30am to 6pm, all year, and closes on bank holidays. The nursery employs 17 members of staff. Of these, 13 hold appropriate qualifications between levels 2 and 6. In addition, the nursery employs an office assistant and a chef who support the staff team.

## Information about this inspection

### Inspector

Anne Nicholson

## 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 manager 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.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 carried out joint observations of a group activity with the manager.
- The inspector took account of parents' views and their written feedback.
- The inspector sampled a range of 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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