

Inspection of Bright Horizons Clapham Day Nursery and Preschool

4-14 Brommells Road, Clapham, London SW4 0BG

Inspection date: 20 June 2023

Overall effectiveness	Good
------------------------------	-------------

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

Children eagerly attend this welcoming setting. Parents say the staff are kind, friendly, caring and knowledgeable. Children develop strong bonds with staff and each other and show they feel safe and secure. If they become unsettled, staff are quick to respond with a reassuring cuddle. Leaders give the well-being of the children, staff and parents high priority, particularly since the pandemic. Leaders have endeavoured to provide a supportive environment, where parents can relax and discuss their children. Children are confident and show high levels of self-esteem.

Children learn about the impact of their behaviour on others. For example, staff are quick to intervene with the younger children and encourage 'kind hands', explaining gently not to hurt others. Staff give older children time to prepare for transitions in routines. For example, the bell reminds them they have five more minutes. Children learn to play cooperatively. Older children politely ask to take their turn and play imaginatively with their friends.

Children's independence is well promoted. Children set the table for lunch, serve themselves and sweep the floor. They relish being the pet or book monitor and proudly set about their duties. The 'rolling' mealtimes mean disruption to children's play is kept to a minimum.

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

- Leaders have a clear and ambitious vision. The effective self-evaluation process supports continuous improvement. For example, after consulting with parents, the communication systems are improved. As a result of the requests from the children's committee, there are now individual work baskets in the pre-school room. Staff receive good levels of support to promote their well-being and to build on their skills.
- Staff know the children well. They monitor children's progress accurately and identify activities and experiences to support children's interests and development. This generally works well to move children to the next stage in their learning. However, at times, some children's next steps are not fully supported, which does not always maximise their learning.
- Children have good opportunities to develop their physical skills. They whizz around the garden, manoeuvring wheeled toys with skill. They learn about looking after their muscles when they engage in yoga sessions. Children understand that they need to make their hearts beat faster when exercising, to keep them healthy.
- Staff provide interesting experiences for children to learn about the world around them. For example, they hatched duck eggs, looked after the ducklings,

and learned about life cycles. The older children learn how to feed and care for their pet hamster. When the children are gardening, they learn the names of the different tools and what plants need to grow.

- Children have many opportunities to experiment with different media and use sensory materials. They use their imaginations to create and think critically. They mix colours and use recycled objects. For example, they make a 3D tree and figure out which top belongs on which bottle. Babies experiment with oats, laughing as they watch the oats fall from their hands.
- Good routines in the nursery support children to understand what comes next. In the main, children are motivated to learn and show good levels of engagement. However, at times, during small-group time, the background noise levels, and small space used, impact on children's ability to stay engaged. Staff consult with other professionals and specialist services to ensure children with special educational needs and/or disabilities receive the support they need.
- Staff sing songs with babies alongside their play. Babies are familiar with the songs and copy the actions. Staff introduce new language, and babies laugh as they 'wriggle' like a worm. Older children take part in show-and-tell sessions. They talk about the interesting items they bring from home. This builds on their confidence and communication skills and understanding of each other.
- Strong, trusting relationships are built, and parents are complimentary about the setting. They comment that their children are progressing well, particularly in their social and independence skills. Staff support families with home learning through ideas, information and resources. For example, they can borrow books and home resource bags to share with their children, supporting children's communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of their duty to protect children and report any concerns about a child's safety or well-being. They understand what to do if they have concerns about a colleague's behaviour. Leaders ensure that all staff attend regular safeguarding training and have up-to-date knowledge. For example, all staff have completed respectful handling training. There are robust procedures in place to ensure the suitability of all staff. The premises are safe and secure, and staff are well deployed to ensure effective supervision.

What does the setting need to do to improve?

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

- ensure all children are engaged sufficiently to maximise their learning
- review the organisation of small-group activities in order to minimise background noise, to further support listening skills and ensure adequate space.

Setting details

Unique reference number	EY477590
Local authority	Lambeth
Inspection number	10280038
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	137
Number of children on roll	111
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3780 7915
Date of previous inspection	8 August 2017

Information about this early years setting

Bright Horizons Clapham Day Nursery and Preschool registered in 2014. The setting is operated by Bright Horizons Family Solutions Limited. The setting is situated in Clapham, within the London Borough of Lambeth. The nursery operates Monday to Friday, from 7.30am to 6.30pm, for 52 weeks of the year. The provider employs 43 staff. Of these, three staff hold an early years qualification at level 6 and four staff have qualified teacher status. Of the remaining staff, 14 have a level 3 qualification and three have a level 2. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Denys Rasmussen
 Laura Brewer

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors spoke to staff and children at various times during the inspection.
- Parents spoke to the inspectors to share their views on the nursery.
- The manager and inspector completed a joint observation.
- The inspector and the manager completed a learning walk to discuss the curriculum for the children.
- The inspector sampled relevant documentation, including staff suitability and qualifications.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023