

Inspection of Bright Horizons Countess of Chester Day Nursery and Preschool

Countess Of Chester Hospital, Countess Of Chester Health Park, Chester CH2 1UL

Inspection date: 25 October 2022

Overall effectiveness **Good**

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 happy, safe and settled in this welcoming nursery. It is clear that children are at the heart of everything that staff do. Children are confident and incredibly sociable. They eagerly share their experiences with adults and invite them to join them in their play. Children engage in a wide range of opportunities. Staff use children's interests to engage and motivate children in their learning. For example, children concentrate intently as they safely use knives to cut up fruit. They enjoy exploring the texture of fruits and competently count how many seeds. Staff introduce children to new words that describe the smell of fruit. Children repeat words such as 'aroma' and 'citrus' as they investigate.

Staff have high expectations of all children. Children behave very well. They are supported by kind and caring staff. Older children create a 'pre-school promise'. This helps children to manage their own behaviour effectively as they 'promise' to act in a positive manner. Children are helpful to their friends. They assist each other to complete tasks and they reassure and encourage others to try new experiences. Following the COVID-19 pandemic, leaders have strengthened the key-person system. This means that every child has a meaningful relationship with at least one adult. This helps children to feel secure, especially those who struggle to separate from their parents.

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

- The leadership team successfully promotes a culture of reflective practice with staff. Staff feel their well-being is a priority and new staff are happy with the induction process. That said, leaders do not always monitor staff practice closely enough to ensure all teaching is consistently of the highest standard.
- Staff have a good understanding of child development. For example, staff working with babies enthusiastically explain that young babies enjoy playing with black and white resources because they tend to see these colours first. Staff observe and monitor children's progress. However, staff do not always identify what children need to learn next. This means learning does not always build on what children already know and can do.
- Parents speak highly of the staff and value the support they receive in helping them to contribute to their children's learning at home. Staff share information about children's progress and provide helpful advice on a number of child development matters, including toilet training and sleep routines. Parents are well informed and able to provide a consistent approach to learning.
- Staff give utmost priority to helping children develop their communication and language skills. Children enjoy waving scarves as they join in with fun action songs. Staff use correct language as they speak to children and narrate children's play. This helps children to become confident communicators.

- Children access an abundance of high-quality books throughout the day. Babies sit happily and share books with their friends. Older children proudly choose a book to take home from the lending library. Parents are given ideas about how they should read to their children to engage and enthral them. This gives parents confidence when sharing books with their children. As a result, children are supported to develop a real love of reading.
- Staff promote children's physical development. For example, babies build strong core muscles and learn to safely move about their playroom. Toddlers learn how to balance on tyres and climb on low-level equipment. Older children show their coordination as they run around in the garden. They climb and jump as they excitedly search for hidden numbers in a number hunt. These activities help children to develop their coordination and strength.
- Children develop the ability to solve problems through the array of activities on offer. For example, children discuss if they think different fabrics will 'repel' or 'absorb' water and test their ideas out. They develop the strength in their hands as they squeeze water from pipettes onto different fabrics. Staff ask questions that start discussions. This helps children to think critically and develop positive attitudes that will benefit them when they start school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are committed to safeguarding children's welfare. They accurately identify the potential signs and symptoms that may indicate that a child is at risk of harm. Staff know the procedures to follow if they are concerned about children's welfare or the practice of another member of their team. Leaders ensure staff keep their knowledge and skills up to date. Risk assessments of the environment are carried out daily and children help with this task. As a result, they are learning how to keep themselves safe.

What does the setting need to do to improve?

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

- monitor staff practice more closely to ensure all teaching is of the highest standard
- consider children's next steps, so learning always builds on what children already know and can do.

Setting details

Unique reference number	EY491905
Local authority	Cheshire West and Chester
Inspection number	10236703
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	60
Number of children on roll	67
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01244 567719
Date of previous inspection	16 February 2017

Information about this early years setting

Bright Horizons Countess of Chester Day Nursery and Preschool registered in 2015. The nursery employs 18 members of childcare staff. Of these, two hold relevant early years qualifications at level 6 and 12 hold qualifications at level 3. Two members of staff also hold qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- This was the first routine inspection the setting 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 setting.
- 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 completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The manager and the inspector carried out joint observations of activities and evaluated effectiveness together.
- 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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