

Inspection of Bright Horizons Day Nursery And Pre School Crawley

Unit 4, Maidenbower Business Park, balcombe Road, Maidenbower, Crawley RH10
7NN

Inspection date: 1 August 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	Good
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What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from staff, who are ready to greet them. Parents drop their children off at the door in the mornings as, through evaluation following the restrictions of the COVID-19 pandemic, staff have found that children settle more effectively this way. Parents come into the setting when they collect their children, and they receive full feedback about their children. The manager has a secure understanding of the curriculum intent. She supports staff to plan to implement the curriculum effectively. Staff in each room develop their own methods for planning for children's development, incorporating current interests and learning styles.

Children enjoy outdoor play. Babies show good physical skills, such as when they climb the steps, walk across the bridge and down the slope. Pre-school children take great delight in taking part in a bug hunt in the garden. They identify the different insects and mark on their sheet against the corresponding picture. Children develop their dexterity and small-muscle development. For instance, young children skilfully place large pegs into the holes on the shaped boards. Children begin to understand about their own safety and that of others through reminders from staff. For example, they talk about why they must not step on the toys, as they may fall and hurt themselves. Staff use positive statements to support children's awareness, such as asking them to use 'kind hands' and 'walking feet'.

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

- The manager assesses the quality of the activities staff plan effectively. There are clear processes in place to provide staff with feedback about their skills and how to improve. Staff have regular opportunities to discuss their practice, such as through individual meetings and support from colleagues.
- Staff understand what their key children know, understand and can do. They observe and assess children's developmental stages and plan successfully to enhance children's learning and skills. However, some staff do not always make the best possible use of their interactions with children. This means that, at times, children are not always fully engaged in learning.
- Babies explore ice following on from their interest in water play. Staff question whether the ice makes their hands chilly and respond to their early communications. Older children learn about the natural world, such as exploring sea creatures. They recall the names of the animals and learn to pour water from one vessel to another. Children understand when they have enough, stating that the vessel is full. This strengthens their understanding of volume and measuring.
- At times, staff do not further support and extend younger children's understanding of mutual respect. Sometimes, they repeatedly call across the

room for children to wash their hands, and they check nappies in a way that is not fully respectful to babies.

- Children use bricks to build towers, developing their understanding of how they are making it taller. They work together to add further bricks, observing that the tower is taller than themselves. This shows the use of good mathematical language and concepts, and it demonstrates their knowledge of how to cooperate to achieve a desired goal.
- Staff foster good relationships with parents and continually provide parents with daily updates about their children's experiences, routines and development. Parent report that they like the online system staff use to share information. Parents comment about the rapid development of their children's speaking skills, and they say that children 'have such a lovely setting to explore and learn in'.
- Pre-school children develop a strong understanding of the needs of others. They talk with staff about dairy-free alternatives to ice cream so that their friends and family members with dietary needs can also enjoy the sweet treat. They explore the differing flavours of ice cream, including their own favourite flavours and those of family members.
- The special educational needs coordinator has a clear understanding of her roles and responsibilities in supporting children, staff and parents. Children with special educational needs and/or disabilities access an effective curriculum, which is planned by staff to meet children's individual learning needs. This means that children, including those learning to speak English as an additional language, make good developmental progress.
- Children show good levels of resilience and perseverance. If they take a tumble, they quickly pick themselves up and understand that staff will be there to help should they require first aid. In addition, when their tower collapses, they quickly proceed to rebuild it together.

Safeguarding

The arrangements for safeguarding are effective.

The manager follows safer recruitment processes to ensure that there are suitable staff to work with children. Staff induction is thorough, and they receive regular support from both colleagues and the management team. They address training needs and discuss their well-being at individual meetings. There are clear processes in place for assessing and reducing risk. Staff complete numerous head counts when moving children around the nursery. Staff, including the designated safeguarding leads, recognise the signs that may indicate a child protection concern. They understand their role in following the procedures in place to make a referral to the appropriate professionals to ensure children's welfare.

What does the setting need to do to improve?

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

- build on staff's interactions with children to further enhance consistency for children's engagement in learning experiences
- strengthen staff's understanding of building children's awareness of mutual respect.

Setting details

Unique reference number	EY538157
Local authority	West Sussex
Inspection number	10303668
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	92
Number of children on roll	101
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01293 226919
Date of previous inspection	6 September 2018

Information about this early years setting

Bright Horizons Day Nursery And Pre School Crawley registered in 2016 and is located in Maidenbower, Crawley. The setting opens from 7.30am to 6.30pm, Monday to Friday, all year round. It is in receipt of funding to provide free early years education for children aged two, three and four years. The setting employs 21 members of staff. Of these, 16 hold relevant early years qualifications at level 2 or above.

Information about this inspection

Inspector

Helen Penticost

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 and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and interacted with children.
- Parents shared their views of the setting with the inspector.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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