

Inspection of Bright Horizons Ely Day Nursery and Preschool

5 St Thomas Place, Cambridgeshire Business Park, Angel Drove, Ely CB7 4EX

Inspection date: 13 October 2021

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 thoroughly enjoy themselves. They settle well and confidently engage with staff. Children eagerly join in with music and singing songs. Babies tap and bang large drums and shake a range of percussion instruments. Older children show increasing levels of attention, particularly at song time. They remember some of the words to a wide range of songs and rhymes. Children are curious about musical terms that staff use. They learn about 'tempo' and 'rhythm' as staff play the guitar fast, slowly, quietly and loudly. They express their enjoyment as they freely get up and dance to the music.

Children form strong attachments with staff. They confidently seek reassurance should they feel sad or upset. Staff respond promptly and sensitively to babies to ensure their needs are met. Children learn about their emotions and how to express their feelings. They behave well and show respect towards each other and the staff. Children develop a good sense of how to keep themselves safe. They learn how to use knives safely as they cut salad vegetables to feed the Giant African land snails. Children demonstrate a strong understanding of why they wash their hands frequently and the benefits of eating healthy foods for their well-being and oral health.

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

- Leaders establish a clear curriculum that aims to give children the knowledge and skills they need to succeed in life. This is shared well with staff, who plan effectively to help children build on what they know and can do. Staff know children well and reflect children's interests in their planning. This is effective as children engage well in their chosen activities and eagerly join in with adult-led learning.
- Leaders understand their responsibilities to meet the requirements of the early years foundation stage, including the requirement to notify Ofsted of significant events. Leaders build good links with the local community, including schools that children will move to. They support the local food bank and gift books to the local community to inspire a love of reading for all children.
- Children enjoy listening to stories and regularly take books home to share with their parents. Staff read stories with expression and check children's understanding of new words as they read. Children choose books from a wide range available. Staff build on children's interest in stories. For example, they introduce leaves and food for children to explore, following their engagement with books about caterpillars and insects.
- Staff working with children with special educational needs and/or disabilities are well trained and dedicated. They work closely with parents and other professionals to help children receive the support that they need and reach their

potential.

- Children relish the opportunities to play outside. They build good physical skills as they run and jump. They develop coordination and balance as they ride on tricycles and balance bicycles. Staff join in when children kick soft balls. They talk to children as they squash and squeeze play dough to make dinosaur tracks.
- Staff state that they feel well supported in their roles. They benefit from coaching and training to help them develop their skills and knowledge. Leaders are keen to support staff's well-being and consider different ways to support and reduce unnecessary workload.
- Sometimes, during small group activities, although staff understand what the learning intention is for the activity, they do not always extend children's learning to the highest level. For example, staff do not always help children to fully speculate, test their ideas and deepen their thinking. In addition, when staff introduce more resources this, sometimes, distracts staff and children's attention from the planned learning.
- Parents are positive about the nursery and staff. They state that their children's needs are well met and that staff communicate well with them about their child's day. Parents say that staff are welcoming and friendly. However, not all parents know what their child needs to learn next or how they can support their child's specific ongoing learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide all staff with training and regular updates about child protection and safeguarding. Staff confidently fulfil their role to protect children from harm. They know the procedures to follow, should they have concerns about a child's welfare. Leaders follow robust processes to help to assure the suitability of adults working with children. Staff have a good understanding of wider safeguarding issues, such as the risks to children of being exposed to extremist views. Leaders review practice and policies frequently to ensure children are safe. For example, leaders have improved the procedures for staff to administer medication to children.

What does the setting need to do to improve?

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

- enhance information sharing with parents so that all parents know how to support and extend their child's specific learning at home
- improve teaching, particularly during small group activities for older children, to help staff extend children's learning to the highest level.

Setting details

Unique reference number	EY491997
Local authority	Cambridgeshire
Inspection number	10209987
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	109
Number of children on roll	120
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01353 882040
Date of previous inspection	7 December 2017

Information about this early years setting

Bright Horizons Ely Day Nursery and Preschool registered in 2015. The nursery employs 35 members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and 12 hold qualifications at level 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager 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.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of group activities with the manager.
- Parents and carers shared their views of the setting with the inspector.

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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