

# Inspection of Bright Horizons Epping Day Nursery and Preschool

St Margarets Hospital, The Plain, Epping CM16 6TN

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Inspection date: 13 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children excitedly arrive at nursery. They are greeted by happy, nurturing and attentive staff. Children leave their parents with ease as they are eager to join in the exciting activities on offer. They have established close bonds with their key person and demonstrate that they feel safe and secure in the environment. Children initiate their own play and make decisions as they can easily access quality resources to support their learning. They are encouraged to learn the skills for independence, but are also well supported when needed. Babies who are new to the nursery receive good attention. They are cuddled and soothed to reassure them. Staff interact well and gently encourage them to explore the activities provided.

Children join in well-organised group activities, such as a walk to the local woods. They excitedly tell visitors to the nursery that they are looking for the 'Gruffalo'. Children's learning is extended further during group activities on return from the woods. They are encouraged to recall what they observed and collected on their trip. Children talk about the twigs and sticks that they found. They show sustained concentration as they organise them in size and use simple mathematical language to count them and discuss which is 'bigger', 'smaller' or 'shorter'. They listen with intent to a familiar interactive story and are positively encouraged to make predictions about the story.

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

- The manager and her team are committed to providing the best outcomes for children. The manager, supported by her senior managers, has a clear vision of how to provide high-quality care and education. Staff say that they feel valued and speak highly of the manager. The management and staff have worked hard to ensure that there have been significant improvements since the last inspection. Their morale is good. Staff are positively supported in their own professional development. There is a culture to evaluate and share new ideas.
- The manager ensures that the 'Bright Beginnings' curriculum is securely embedded across all areas of learning. There is a holistic approach to children's learning and a strong emphasis on children's emotional well-being. Children learn in an inclusive environment. There is an emphasis on teaching children independence skills that they need for future successful learning and to prepare for the transition to school. Children are very confident and happy. Their behaviour is good. Children understand what is acceptable. They listen intently when staff talk to them, and they respond positively to requests.
- Partnerships with parents are well established. Parents speak highly of all aspects of their children's care and learning. Many comment that the communication is good, and they are kept fully updated with their children's

progress. They express their gratitude for the support that the nursery offers their children and the ideas and resources to continue children's learning at home. Parents comment that the staff are professional, friendly and very attentive. They feel reassured leaving their children in staff's care.

- Babies and toddlers thoroughly enjoy song time with staff. They huddle in groups and choose props from the song bag to match the song. Babies and toddlers giggle and smile as they dance and move along to the music. They have immense fun with the puppets and are learning simple mathematics as they count ducks.
- Children make good progress in their language development. Overall, staff are good role models. They introduce new and challenging words during activities to broaden the children's vocabulary. Babies and toddlers hear words repeated. However, while staff pose questions, there is a tendency for them to ask too many, and they do not always allow children time to think, process information and respond.
- All children make good progress in their learning, including those who require additional support. Staff know the children well. Staff build on what children already know and what interests them, to extend their learning further. For example, children are fascinated with the story of the 'Titanic'. This creates a wealth of learning about ships, oceans and icebergs, and their understanding of the world. Their artwork is celebrated and displayed. However, children do not have consistent opportunities to make marks and practise their early writing skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and the team of staff understand their responsibilities to keep children safe. All staff members complete safeguarding training, which includes the wider aspects of child protection. They have a secure knowledge of the procedures to follow and who to report to, should they have a concern regarding a child's welfare. They are aware of possible signs and behaviours that may suggest a child is at risk. Staff demonstrate a sound knowledge of whistle-blowing and the process to report any concerns about the conduct of colleagues. There is a strong focus on risk assessment to ensure that children play in a safe environment and when on outings. Staff teach children how to keep themselves safe and healthy through well-planned activities.

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

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

- promote further opportunities for mark making, and help children to build on their knowledge needed for early literacy

- help staff to develop their questioning skills further to support children to think for themselves and have time to respond.

## Setting details

<b>Unique reference number</b>	EY490794
<b>Local authority</b>	Essex
<b>Inspection number</b>	10248292
<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>	93
<b>Number of children on roll</b>	154
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01992 662985
<b>Date of previous inspection</b>	28 June 2022

## Information about this early years setting

Bright Horizons Epping Day Nursery and Preschool registered in 2015. The nursery employs 48 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 2 or above. 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

Lynn Hartigan

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 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. They discussed the curriculum and what it is that the team want the children to learn.
- 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 carried out a joint observation together.
- The inspector spoke with staff and children during the inspection.
- Parents provided the inspector with oral and written feedback.
- The inspector looked at relevant documentation and 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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