

Inspection of Bright Horizons Gaynes Park Day Nursery and Preschool

105 Gaynes Park Road, Upminster RM14 2HX

Inspection date: 20 March 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 enter the nursery happy and smiling and ready to play and learn. Young babies are offered interesting play activities and resources, which helps to encourage them to explore the world around them. Staff provide a well-organised environment, and toddlers make their own choices and access toys easily. Staff extend children's interests. For example, babies show an interest in puppets, so they are offered a variety, which helps support their learning and development. Babies increase their movement as they move across the toddler boxes. This helps to support their confidence and self-esteem.

Pre-school children enjoy making self-portraits, which helps them to learn about their own facial features and identity. Children develop their fine motor skills and creativity as they handle writing tools. All children enjoy outdoor play. They take safe challenges and risks as they run, walk and ride wheeled toys. They develop an awareness of nature and engage with each other. Children listen eagerly to stories and they are helped to develop words and language. They are aware of and listen to different sounds during stories, all of which helps to support their literacy skills. Children pour and splash water as they enjoy washing activities. They share and take turns and develop the small muscles in their hands.

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

- Leaders carry out thorough recruitment and vetting procedures and undertake twice-yearly checks on staff's suitability.
- Staff support children's safety and ensure that daily risk assessments are completed and any hazards removed.
- Leaders work well together to make improvements, to support the care and education of children. Refurbishments to the nursery have improved the appearance and the learning space indoors and outdoors.
- Staff take part in regular supervision meetings to help make plans for future training. They discuss any concerns or worries and how to improve their practice.
- Children have good attachments with the staff, who have developed trusting, caring and affectionate relationships with the children.
- Children are well behaved. However, at times during large-group activities, staff struggle to manage children's behaviour. Therefore, children do not listen and respond, which leads to children not sharing or taking turns.
- Staff support children to settle at the nursery well. However, staff do not always offer consistent interactions on children's first day of settling in.
- Staff show a secure understanding of the curriculum, and activities and resources reflect the areas of learning, indoors and outdoors. Children are engaged in play and learning in all group rooms.
- Partnerships with parents are strong and parents speak highly of staff. They

report that the family app is useful in updating them about their child's progress and development. Parents are offered ways to support their child's continued learning at home.

- Staff support children with special educational needs and/or disabilities effectively. Staff undertake relevant training to improve their skills and understanding, to be able to support children's varying needs.
- Leaders use additional funding to offer more staff support for children who need extra help and for resources, which helps meet the needs of all children.
- Leaders and staff work well with external agencies, schools and others settings, sharing relevant information to support children's care and education.
- Staff ensure that daily routines meet the care needs of children. Children are encouraged to use the toilet independently and they learn about the importance of hygiene routines.
- Children enjoy different celebrations, which helps to promote their awareness of others. They enjoyed the recent Mother's Day tea and made cards for their mothers. This helped to encourage all parents and carers to come along and join in the festivities.
- Children use glue to create pictures with various materials. They develop skills in using their hands and an understanding of the sequence of gluing. Children show creativity, imagination and patience.
- Staff have reviewed mealtimes to ensure children are supervised effectively. For example, younger children sit with two staff members in a group of six, and older children sit in a group of eight. This rolling mealtime continues until all children have eaten. Therefore, children can continue to play without disruption.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate a good understanding of their responsibilities to ensure the safety and welfare of children. They know the indicators that may mean a child is at risk of harm or abuse and how to follow reporting requirements. Staff work closely with safeguarding agencies and keep appropriate records. Leaders follow correct procedures if any allegations are made against staff. Staff understand whistle-blowing procedures and a wide range of safeguarding aspects. They understand the possible signs which may indicate a child or adult has extreme views and behaviours and issues such as county lines and internet grooming. All staff undertake regular safeguarding training.

What does the setting need to do to improve?

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

- support children consistently to manage their behaviour during activities so that they understand the boundaries of behaviour

- ensure strategies for settling new children into the nursery are strengthened to ensure a smooth transition between home and the nursery.

Setting details

Unique reference number	EY491041
Local authority	Havering
Inspection number	10282174
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	66
Number of children on roll	93
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01708 201080
Date of previous inspection	18 January 2018

Information about this early years setting

Bright Horizons Gaynes Park Day Nursery and Preschool re-registered in 2015. It is located in Upminster, in the London Borough of Havering. The nursery runs from 7.30am to 6.30pm, Monday to Friday. There are 31 staff working with the children, of whom 29 hold early years qualifications between levels 2 and 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector carried out a learning walk with the manager to discuss the intent and organisation of the curriculum.
- A joint observation of the quality of teaching was conducted and evaluated by the manager and the inspector.
- The inspector spoke to parents to gather their views on the nursery.
- The inspector observed the quality of teaching and learning and staff's interactions with children.
- The inspector spoke to children and staff throughout the inspection.
- The inspector held a leadership and management meeting with leaders to discuss safeguarding arrangements and to sample suitability files and relevant documents.

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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