

Inspection of Bright Horizons Kenton Day Nursery and Preschool

9 The Ridgeway, Kenton, Harrow, Middlesex HA3 0LJ

Inspection date: 23 May 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are safe and happy. They enjoy participating in the wide range of interesting learning opportunities. Children have strong bonds with staff and are quick to approach them if they need reassurance or comfort. Leaders have high expectations of every child, including those with additional needs.

Children speak a rich variety of languages. Staff support children well by communicating with them in their home language where appropriate.

Children develop their independence well. Younger children set their own place mat, begin to pour their own drinks and learn to use a knife and fork. Older children get their plates, cutlery and cups and carry them to the table. They then serve themselves their lunch and help tidy away their dishes. Developing self-care skills such as these helps to ensure that children are well prepared for school. Children follow the behaviour expectations of the setting well. They respond well to the warm praise which staff offer them. For example, children beam with pride as staff offer them a high five and exclaim, 'well done for helping to clear away the dishes!'. This positive reinforcement helps children to display expected behaviours.

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

- Leaders implement an effective curriculum for communication and language. Staff get down to children's level and narrate as they play. They effectively expand on what children are saying or doing to build quality two-way interactions. Staff introduce a wide range of new vocabulary to children. This helps children to learn new words and build their vocabulary.
- Staff use songs and stories well to support children's language development. Staff engage children in familiar songs throughout the day as they play, and they ensure that children hear stories regularly. As a result, children develop a love of books and expand their vocabulary through stories and songs.
- Staff help children to build connections between current learning and previous learning. For example, during lunchtime, staff talk to children about why they should eat their vegetables. They remind them of an activity they were doing exploring how vegetables help their bodies earlier. This helps children to deepen their understanding of their learning.
- Leaders implement a successful curriculum for physical development. Children develop their fine motor skills as they make marks with various materials, thread beads onto string and pour or scoop sand. Staff plan many opportunities for children to develop their gross-motor skills. Children climb up rope ladders, ride on bicycles, play chasing games with staff and balance on beams. This helps children to make good progress in their physical development.
- Leaders work hard to support children with special educational needs and/or disabilities. They work closely with external professionals to set targets for these

children and implement recommended strategies to help them to achieve these targets. This ensures that children's individual needs are met.

- Staff have a good understanding of the progress that their key children have made and their personal interests. On occasion, some staff do not understand well enough what their key children should achieve next in their learning journey. At these times, staff focus on what activities children should do, rather than what they need to learn next to continue to progress in their learning.
- Leaders support staff in their professional development well. They use individual supervision meetings effectively to support staff to identify any areas for improvement. Leaders implement targeted support and training to help staff to improve their practice where necessary. This leads to good outcomes for children.
- Leaders build strong parent partnerships. Parents understand what their child does each day due to strong communication via an app and verbally. Parents appreciate the warmth of the staff and the way that the nursery prepares children for school so well. These strong parent partnerships help children to transition well between home and nursery.
- On occasion, staff do not consider how to ensure that routines are well structured and consistent. For example, some staff take too long to prepare children's beds for them to sleep after lunch. During this time some children become unsettled.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure that their safeguarding knowledge is kept up to date. Important safeguarding information is clearly displayed in the setting for staff to access if necessary. Leaders receive safeguarding updates from the local authority to ensure they are aware of any specific safeguarding issues in the local area. Staff support children to understand how to keep themselves safe from harm. For example, they talk to them about any allergies that children have. This will help children keep themselves safe when they start school.

What does the setting need to do to improve?

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

- consider how to embed routines more securely, particularly at transition times
- support staff to set consistently effective targets for children based on what they need to learn next, to continue to make good progress.

Setting details

Unique reference number	EY286324
Local authority	Brent
Inspection number	10276570
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	1 to 4
Total number of places	88
Number of children on roll	81
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3906 6583
Date of previous inspection	21 July 2017

Information about this early years setting

Bright Horizons Kenton Day Nursery and Preschool registered in 2004. The nursery is open each weekday from 7am to 6pm, all year round, except for bank holidays. The nursery employs 25 staff, 22 of whom hold relevant early years qualifications. The nursery receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Jenny Gordon

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 provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents and took account of their views.
- The inspector held discussions with leaders about nursery practices and procedures.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023