

# Inspection of Bright Horizons Lee Park Day Nursery and Preschool

50 Old Road, Lewisham, London SE13 5SR

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Inspection date: 21 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 thrive at this welcoming nursery. They develop strong attachments with the caring staff, which helps children to feel safe and secure. Babies seek reassuring cuddles as they wake from a nap, and all children thoroughly enjoy the company of staff as they play. Children understand the high expectations of staff. They behave well and show positive attitudes to their learning. Children listen and respond to staff requests, such as tidying away toys before they sit to eat. They show that they respect their friends as they share toys and listen to each other's ideas.

Children benefit from a broad and ambitious curriculum, which helps them to prepare for the next stages in their education. They build progressively on what they know and can do. For instance, children consistently refine the small-muscle movements in their hands as they play with resources such as play dough. This helps them to develop the strength and coordination they will need as they learn to write. The activities and resources reflect children's current interests and fascinations. This keeps children consistently engaged and interested in learning. For example, children keenly collect natural resources such as conkers and autumn leaves. They develop their mathematical skills as they count, compare and sort the objects.

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

- The manager promotes self-reflection and further development throughout the provision. For instance, the manager and staff are aware that national lockdowns during the COVID-19 pandemic affected some children's social and emotional development. They have considered this well when planning their teaching. There is a strong focus on supporting children's emotional security. For instance, they have introduced 'well-being areas', with books and resources to help children relax and explore their feelings.
- Staff morale is high. Staff say that they are very well supported both personally and professionally. They describe the many opportunities available to help them develop their professional skills and knowledge. For instance, staff are learning to take a more 'child-led' approach to curriculum planning. They explain how this helps to promote children's individual interests and engage them more deeply in learning.
- Parents join children and staff on nursery outings and attend events such as 'stay-and-play' sessions. Staff keep them well informed about children's learning, to help them to continue this at home. Parents praise this shared approach and say that their children are progressing well. They comment on the personalised care that staff provide for their children, such as following their individual sleeping patterns.

- Staff monitor children's progress well and provide appropriate and timely help to close any gaps in children's learning. Children with special educational needs and/or disabilities are well supported, to ensure that they make the progress they are capable of.
- The quality of teaching is generally high. For instance, staff are enthusiastic and engaging as they read to children, which helps to develop children's love of books and literacy. However, when activities are challenging, staff sometimes step in too quickly to assist children or offer the solutions.
- Children become progressively more independent in managing their personal care needs in readiness for starting school. Staff support their self-awareness and encourage them to do as much as they can for themselves. For instance, children learn to serve themselves and eat with cutlery at mealtimes.
- Staff support children's communication skills effectively. They introduce new vocabulary during play and encourage children to participate in conversations, stories and songs. Children who speak English as an additional language are well supported. Staff learn key words in children's home languages, to ensure that they hear familiar words. They introduce children to songs and books in different languages, to help support their understanding of diversity.
- Children learn and play in a positive and supportive environment. Staff provide consistent praise, which helps to raise children's confidence and self-esteem. They provide reminders about what is appropriate behaviour and guide children's understanding of how to play safely. For instance, when children throw toys, staff remind them that they may hurt their friends. Consequently, children behave well and play together harmoniously.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager fully understands her safeguarding responsibilities and promotes a culture of safeguarding at the nursery. Staff receive safeguarding training and understand their role to protect children from harm. They confidently describe the signs of potential abuse and neglect. Staff know how to report concerns about the welfare of a child or the conduct of an adult. They are vigilant to risks and follow nursery procedures to maintain a safe and secure environment. The provider implements robust recruitment and selection procedures to help ensure that staff are suitable to work with children.

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

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

- help staff to recognise when to give children time to tackle challenges and figure out solutions independently.

## Setting details

<b>Unique reference number</b>	EY411644
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10235419
<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 3
<b>Total number of places</b>	54
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3780 3059
<b>Date of previous inspection</b>	14 November 2016

## Information about this early years setting

Bright Horizons Lee Park Day Nursery and Preschool registered in 2010. The setting is located in Lee, in the London Borough of Lewisham. It is open each weekday from 8am to 6pm throughout most of the year. The provider employs 17 staff to work with the children. Of these, one member of staff holds qualified teacher status and nine hold childcare qualifications at level 3 or level 2. The setting offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## 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 showed the inspector around the nursery premises and explained how they organise the learning environment and curriculum for children.
- The inspector observed activities and interactions between children and staff, to evaluate the quality of the education. The inspector carried out a joint observation of an activity with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The manager met with the inspector to discuss issues, such as staff recruitment and training. She ensured that documents, such as staff suitability checks and paediatric first-aid certificates, were available for the inspector to view.

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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