

Inspection of Bright Horizons Lewisham Day Nursery and Preschool

83A Belmont Hill, London, Lewisham SE13 5AX

Inspection date: 12 July 2022

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 enjoy using accessible resources, inside and outdoors. They play happily alongside their friends and progress well from their starting points in learning. Children who find it difficult to separate from their parents receive cuddles and warm attention. Children show their close relationships with staff. For example, they snuggle into staff's laps as they share books. They hear new words as they look closely at, and discuss, illustrations together.

Babies enjoy their 'Tummy Time' and quickly begin to sit up unaided. Toddlers challenge themselves as they push weighty boxes around. Younger children use comfort items from home and their personal care needs are managed effectively. Older children make marks and patterns with rakes in soil and go on to use pencils with increasing control. Children develop their literacy skills from an early stage during everyday routines. For instance, younger children select their name cards before sitting to eat.

Children have good opportunities to learn how to look after their bodies. They understand the importance of drinking water and protecting their skin in hot weather. Children are encouraged to think about managing risks, for example, as they explore the recently developed nature area. Children learn about dental health and how to make healthy food choices. Children benefit from the shared approach that staff promote with parents, and others involved in their development.

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

- The manager has a clear curriculum approach and is ambitious for children and staff. Staff are encouraged to gain recognised qualifications and develop their professional practice. The manager supports staff to implement well-sequenced learning opportunities for children. For example, children manipulate and join interlocking blocks to build structures. This helps to develop the small-hand muscles that they need for later writing.
- The special educational needs coordinator (SENCo) helps staff to identify children who do not progress as expected at an early stage. The SENCo works well with parents and other professionals. She shares and reviews the effectiveness of methods that staff use to address and help close possible gaps in children's learning. This helps children to move forward in their learning, despite lengthy waiting times for specialist advice.
- The manager takes steps to reduce the impact of the COVID-19 pandemic on children and their families. Staff arrange flexible and personalised settling-in routines with parents. They increase local outings to help children to gain an awareness of the wider world around them. Staff share information about health visitor and dental checks for children.

- Children behave well. They display good social skills and play together well. For example, children share resources as they scoop and transfer mud at the outdoor kitchen. Staff encourage children to use good manners and interact with others in positive ways. Children have opportunities to develop independence, such as when babies put on their bibs before eating.
- Staff consider children's interests and ideas as they plan activities. For example, dinosaurs are placed in different areas of the nursery to help children better engage with activities. Very occasionally, the individual learning needs of children are not closely considered. For example, activities for younger children sometimes lack challenge and, at times, teaching is not adapted sufficiently well. Despite this, children have good opportunities to practise the skills that they need for successful future learning.
- Staff model language well and speak with children about what they are doing. Children, including those who speak languages other than English at home, acquire good English speaking skills. Displays and labels reflect languages that are familiar to children. This helps children to feel valued and to develop a strong sense of belonging. However, staff do not yet consistently plan activities that reflect the languages, backgrounds and traditions of children and families.
- Senior leaders work effectively with the manager to evaluate the service. They successfully include all staff in projects that enhance children's learning. For example, the nursery chef played a key role in the development of the nature garden. Children now have increased opportunities to explore nature and experience the natural environment.
- Parents speak positively about the service. They value the outdoor area and opportunities for children to develop their physical skills. Parents appreciate the lending library and the use of technology to share information accessibly. They receive useful information about how to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are alert to possible risks to children, such as exposure to extreme views, unsafe technology or domestic abuse. They know the procedures to follow if they suspect a child is at risk of abuse or harm, including if concerns arise about a colleague. The manager responds promptly to help keep children safe. She works effectively with relevant agencies to protect children's welfare. Staff maintain accurate records of children's attendance, personal care and accidents effectively. They implement safety protocols such as regular headcounts during outdoor play. There are appropriate arrangements to check the initial and ongoing suitability of staff.

What does the setting need to do to improve?

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

- enhance support for staff teaching skills, so that younger children experience challenging activities that allow them to further develop their curiosity and learn new words
- strengthen the curriculum, so that the languages, backgrounds and individual learning needs of children are more consistently considered.

Setting details

Unique reference number	EY492676
Local authority	Lewisham
Inspection number	10236717
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	63
Number of children on roll	56
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 8852 8071
Date of previous inspection	9 September 2016

Information about this early years setting

Bright Horizons Lewisham Day Nursery and Preschool registered in 2015 and is part of a large chain owned by Bright Horizons. The nursery operates Monday to Friday from 8am to 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. There are 12 staff who work directly with children. Eight members of staff, including the manager and deputy, hold relevant qualifications at level 3. Two staff hold qualifications at level 2. The nursery employs a chef.

Information about this inspection

Inspector

Kareen Jacobs

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 provider and has taken that into account in her evaluation of the nursery.
- The manager showed the inspector around the nursery and explained how staff support children's learning and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The manager and inspector discussed the teaching and learning that took place during a children's activity.
- A senior leader and the manager met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability and professional development of staff, children's records, the nursery development plan and relevant policies.
- The inspector spoke with staff, parents and children as part of the inspection.

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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