

Bright Horizons Long Road Day Nursery And Preschool

Robinson Way, CAMBRIDGE CB2 0SZ



Inspection date	30 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers have a clear picture of the nursery. The newly appointed manager has quickly evaluated the strengths and identified the key areas for improvement.
- Staff provide children with good support to help them manage their feelings and behaviour. Strategies are appropriate to the age and stage of development of the children. Staff give children clear guidance that helps them to understand how to behave.
- Staff very effectively teach children how to stay safe. The older children show care when using scissors. There was very good engagement from pre-school children in a discussion about being safe in ice and snow.
- Overall, children make good progress in their learning. By the time children leave to go to school, they are confident, independent and capable.
- Parents appreciate the care staff provide for their children. Parents say that managers are approachable and ready to help rectify any concerns.
- In a small number of cases, staff are not making frequent enough observations or using what they know about children to plan precisely for their current learning needs. Teaching for these young children sometimes lacks challenge and purpose.
- Some teams working with the younger children have experienced significant changes and are not working as effectively as possible. Some routine activities are not well organised enough to fully support children.
- Staff supervision meetings to support staff to develop their practice have not been effective enough to bring about rapid and sustained improvements.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff consider the needs of children and use the information to identify next steps and plan purposeful and challenging experiences that promote children's learning.	29/03/2019

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

- strengthen the teamwork of those working with the youngest children to improve the organisation of daily routine experiences, including mealtimes and adult-led activities
- make better use of supervision meetings and coaching to improve the personal effectiveness of staff so that they fulfil their role consistently and effectively.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector observed an adult-led activity and evaluated it with the manager.
- The inspector held a number of discussions with the manager, deputy manager, quality development manager and staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector

Alison Reeves

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of children protection procedures. They attend regular training. The capable deputy manager, one of the safeguarding leads, frequently tests staff knowledge of abuse and neglect. The new manager has high expectations of staff. All staff have access to a range of online courses to help them keep up to date and to develop their knowledge of early years practice. Furthermore, staff can, and do, work towards recognised childcare qualifications. Self-evaluation is accurate and identifies the strengths and areas for improvement. Staff work well with other professionals to support children and their families.

Quality of teaching, learning and assessment is good

The older children benefit from the well-planned experiences. Staff working with these children capture children's interests and use these to support teaching. During the inspection, children enjoyed making paper houses. They talked to staff about the features of their own homes and tried to recreate these. Children's excitement about the overnight snowfall was used very effectively to explore their understanding of safety and risks. Children successfully identify potential hazards and think about useful suggestions for how to stay safe and warm when playing outside. Younger children enjoy lots of freedom to choose their activities. They like singing, messy play and plenty of physical experiences as they develop their body coordination.

Personal development, behaviour and welfare are good

Children show that they feel happy and secure. Babies settle to sleep in comfort, in cots, beds or the arms of staff. Older children are confident and want to share their experiences with others. Children follow good hygiene routines. They wash their hands and gain valuable self-care skills, for example getting a tissue to wipe their nose and learning to feed themselves. Staff gather useful information from parents about children's care and comfort needs. They use this well, allowing babies to follow their home sleep and feeding patterns. Staff ensure that children have their special comforters when they rest or sleep. Children are active indoors and outside. They have plenty of opportunities to play in the fresh air.

Outcomes for children are good

Children are prepared for school. They make good progress from their starting points, particularly in later years. Children show high levels of concentration during planned activities and large-group discussions. The oldest children use their wide vocabulary, confidently explaining their thoughts and ideas. Children are interested in books and storytelling from a young age. This helps them to build their literacy skills. Children are independent and active learners with an interest in the world around them.

Setting details

Unique reference number	EY542723
Local authority	Cambridgeshire
Inspection number	10092590
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	0 - 4
Total number of places	152
Number of children on roll	210
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	Not applicable
Telephone number	01223 249566

Bright Horizons Long Road Day Nursery and Preschool registered in 2017. The nursery employs 36 members of childcare staff. Of these, 27 hold appropriate early years qualifications at level 2 and above, including four who hold qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery receives funding for the provision of early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

