

Inspection of Bright Horizons Milton Park Day Nursery and Preschool

106 Park Drive, Milton Park, Abingdon, Oxfordshire OX14 4RY

Inspection date: 13 February 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

All children are happy and demonstrate that they feel safe. New children settle quickly into their base rooms and are given good emotional support, which helps them to feel confident in their surroundings. Staff demonstrate that they know the children well and talk about developmental progress they have made since starting. Staff support children to hear a range of language and develop their vocabulary. Children benefit from well-resourced areas, which are set up attractively by staff. Children have many opportunities to learn about the world. For instance, they go out for local walks in the community, where they can see the world around them. Children enjoy exploring the sensory garden, where they have fun digging for worms and replenish the bird feeders.

Children show that they have formed good friendships with each other. For example, older children have fun playing team games, such as hide and seek, in the garden, where they laugh and squeal with delight as they are found by their friends. Children enjoy being creative and demonstrate their enjoyment of the activities on offer. For instance, toddlers enjoy playing with sand and play dough, while babies enjoy experimenting with real herbs in the mud, which builds on their learning and exploration. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning.

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

- The leadership team has made significant improvements to the nursery since the last inspection. For instance, staff now receive regular supervision meetings on their practice, and some training has been provided for them. Staff also comment that they are well supported and that they are not expected to take work home. Leaders have an action plan in place that they are working towards. However, this plan is not fully embedded in relation to building precisely on all staff's professional development, to help raise the quality of the provision to the highest level.
- All children are progressing well in their communication and language skills. Overall, staff model language well and ask older children questions to support their thinking and listening skills. Children enjoy activities that enhance their speaking and comprehension skills well. For instance, staff read stories and sing songs to the children as part of everyday practice.
- Children behave well and are developing a sense of responsibility. For instance, older children help to tidy up, and rising threes are learning to feed themselves skilfully. Generally, children develop confidence and independence skills. However, at times, staff do not always encourage and support children's ongoing independence skills in everyday tasks and activities.
- Staff ensure that the areas used for children are safe and suitable by

undertaking regular safety checks. Children enjoy nutritious snacks and meals that are freshly prepared and meet their individual dietary needs. Staff talk to the children while they eat about how eating their food will give them energy to play. All children enjoy playing outside, and they have good opportunities to be physically active. For instance, children free flow into the garden and enjoy playing on climbing equipment and exploring through tunnels. This supports children's large-muscle skills.

- Staff know what they want children to learn and offer a varied curriculum. Staff plan for children's learning and development well and support children in working towards their next steps. For instance, toddlers are supported in their walking with the use of equipment, such as walkers and bicycles, which helps to build their core muscles. Older children are supported in preparation for their next stage in learning, such as school. For example, staff take the children in small groups to the 'play street' area and carry out focused activities to prepare them for the transition.
- Partnerships with parents are good. Parents speak highly of the improvements that have been made and comment that staff are lovely and approachable. Parents explained that they receive a good amount of information about their children's day-to-day activities and their progress.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff undertake regular child protection training. They check staff knowledge regularly through supervision and meetings. All staff, including the three designated safeguarding leads, demonstrate a strong understanding of their roles and responsibilities to protect children and keep them safe. In addition, staff understand how to escalate a safeguarding concern about a child or another member of staff through the nursery policies and outside agencies if needed. The leadership team follows robust vetting and recruitment procedures, which helps to ensure that all staff working with children are suitable.

What does the setting need to do to improve?

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

- build on plans for staff's ongoing professional development, to focus more sharply on consistently developing staff knowledge and skills
- create more ways to help children manage and build on their independence skills.

Setting details

Unique reference number	EY492854
Local authority	Oxfordshire
Inspection number	10238414
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	130
Number of children on roll	113
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01235 422 054
Date of previous inspection	5 April 2022

Information about this early years setting

Bright Horizons Milton Park Day Nursery and Preschool registered in 2015. It is located at Milton Park, Abingdon, Oxfordshire. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round. There are 42 staff who work with the children. Of these, the manager holds a relevant early years qualification at level 3. In addition, two members of staff hold a level 6 qualification and 19 staff hold a qualification at level 3. A further 4 staff hold qualifications at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Tracy Bartholomew
Nicky Butler

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and deputy explained the nursery curriculum during a learning walk with the inspectors.
- The deputy manager and inspectors completed two joint observations of two separate activities together and discussed the quality of teaching and learning afterwards.
- Staff spoke to the inspectors during the inspection.
- The inspectors spoke to children, to find out about their time at the nursery.
- Parents shared their views of the setting with the inspectors.

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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