

Inspection of Bright Horizons Purley Day Nursery and Preschool

62 Whytecliffe Road North, Purley CR8 2AR

Inspection date: 27 November 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

This warm and friendly nursery helps children to feel happy and settled. The approachable practitioners provide a welcoming environment for children, parents and visitors. They invest time in understanding how to help children to feel comfortable and prepared for learning. The ambitious curriculum is designed to support children's development of the necessary skills for a smooth transition through the nursery. Practitioners possess a strong grasp of their key children's abilities and knowledge, which allows them to effectively plan for all stages of learning. Consequently, all children demonstrate significant progress.

Leaders and managers have a clear vision for what children should learn. They plan a broad curriculum that places an emphasis on children's emotional development, communication skills and independence. Practitioners support new children to form close relationships with their key person. They quickly get to know children well and become attuned to their individual needs and interests. This helps children to feel secure and settle in smoothly. Children's behaviour is good. They understand the expectations in the nursery and routines are consistent and clear. Practitioners interact with the children in a warm and caring manner, teaching them valuable social skills, such as sharing and taking turns. They also act promptly to provide comfort and resolve any conflicts that arise.

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

- Leaders and managers are passionate about enhancing children's learning and development. They implement an ambitious curriculum which is tailored to build on children's existing knowledge and capabilities. Leaders and managers continuously reflect on ways to help children to achieve better outcomes. They introduce new approaches and provide in-house training to support practitioners to deliver the curriculum to a good standard.
- Practitioners have a good knowledge of the children in their care. They identify each child's current learning stage and plan appropriate next steps for their development. The provision for children with special educational needs and/or disabilities (SEND) is good. Practitioners work closely with parents and other professionals to provide a seamless approach to meeting children's needs and closing gaps in their development. They create individual support plans to target children's specific needs and support them to reach their full potential.
- Practitioners frequently talk and sing with children. They engage in back-and-forth conversations and teach them new vocabulary. For instance, at lunchtime, practitioners use words such as 'tangy' and 'sour' to encourage children to describe the taste of the food. Older children confidently express their views and younger children use single words and small sentences, while babies are exposed to language throughout the day. However, practitioners do not always

consider the impact of prolonged use of dummies on children's communication and language development. They do not encourage children to remove them before singing or speaking. This can hinder children's speaking skills.

- The curriculum supports the development of children's early mathematic skills effectively. Practitioners provide play-based experiences to encourage children to expand their mathematical vocabulary. For example, they incorporate counting and early number concepts into the children's everyday play. Additionally, practitioners talk about mathematical concepts, such as size and quantity, during snack time and outdoor play.
- Practitioners create opportunities for children to become independent learners. They arrange resources so that from a young age, children can access them freely and make choices in their play. Practitioners encourage children to use the bathroom, serve food and tidy up after snack time. However, there are instances when practitioners perform basic tasks for children. For example, they assist children with putting on their coats, even when they are capable of doing so themselves or just require guidance, such as learning to pull their sleeves through when they are inside out. This means children are not consistently supported to develop their independence skills.
- Practitioners promote children's physical development through a variety of indoor and outdoor activities. They provide ample opportunities for all children to strengthen their muscles and motor skills. For instance, babies have open spaces indoors and outdoors to move freely and use equipment that supports their efforts to pull up, take steps and climb. Similarly, older children access a well-equipped outdoor space with a range of resources that allow them to develop balance and coordination as they navigate different levels and surfaces.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide further support for children's emerging language and communication skills, with particular regard to the use of dummies
- support children more consistently with their independence and self-help skills during everyday routines.

Setting details

Unique reference number	2693864
Local authority	Croydon
Inspection number	10359515
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	117
Number of children on roll	117
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	02033269437
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons Purley Day Nursery and Preschool registered in 2022. It is located in the London Borough of Croydon. The nursery opens each weekday, from 7.30am to 6.30pm, for 52 weeks of the year. There are 48 practitioners. Of these, 27 practitioners hold relevant qualifications. The nursery offers government-funded childcare.

Information about this inspection

Inspectors

Katie Smith
Anne-Marie Giffts

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspectors during the inspection.
- Practitioners spoke to the inspectors during the inspection.
- Practitioners spoke to the inspector about how they support children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspectors observed the interactions between practitioners and children.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- The manager showed the inspector documentation to demonstrate the suitability of practitioners.

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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