

Inspection of Bright Horizons St Mary's Day Nursery and Preschool

18 Marcham Road, ABINGDON, Oxfordshire OX14 1AA

Inspection date: 9 October 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 Good

What is it like to attend this early years setting?

The provision is good

Children have lots of fun. They are secure and happy. Staff create a welcoming and nurturing environment for children. They place a high priority on settling children and forming strong attachments with them. When children become slightly unsettled, staff respond well to provide them with reassurance and cuddles. This helps to support children's sense of belonging and their emotional well-being.

Children of all ages are eager to play. They move freely as they explore their environment. Babies enjoy many sensory experiences. For example, they show delight as they explore paint, using sponges, toothbrushes and their feet to create pictures. Older children are excited to explore the outdoors. For instance, they show great determination and perseverance working out how to use the pedals on the tricycle or how to construct models using connecting shapes. Toddlers show an avid interest in books and enjoy turning the pages and looking at the pictures with staff. This ensures that all children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning.

Overall, children behave well. Staff are good role models and treat children with respect and kindness. Children are reminded of the boundaries, such as sharing with their friends or waiting patiently in line. Staff consistently praise children for their efforts and achievements. This helps to build children's self-esteem and confidence.

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

- Leaders have a clear vision and strong commitment to the continuous improvement and future developments at the nursery. They successfully retain staff and support their well-being effectively. Leaders provide them with useful professional development to help enhance their knowledge and skills. Overall, leaders are aware of staff's strengths and aspects of their practice that can be developed further.
- Overall, staff know the children well. They are aware of where children are in their learning and what they need to do to promote children's continuing progress. However, teaching is not always consistently good in the room to support children aged two to three years. For instance, at times, routines and transitions are disorganised, and children do not consistently play in a purposeful and calm environment.
- The curriculum is planned to build on what children know and can do. Staff prepare a range of activities that cover all areas of learning or link to home experiences. Children share lovely conversations with staff as they recall recent family events. However, at times, staff do not fully differentiate activities to provide enough stretch and challenge to the children who are capable of further

extension in their learning and development.

- Children, including those with SEND, are supported well in accordance with their starting points. Staff monitor children's progress and identify areas where additional support is needed. Staff take prompt and effective action to ensure that every child is included and prepared for school or their future learning.
- Children develop good communication and language skills. Staff support development through a love of books, songs and rhymes. They take every opportunity to use language and engage children in conversations. For example, as children explore making dough with a mixture of flour, cinnamon and water, staff introduce new words, such as 'sticky'.
- Staff ensure that children enjoy healthy snacks and meals, catering for those who have allergies and dietary preferences. Mealtimes are routinely used to teach older children about healthy eating and to encourage their independence and good manners.
- Older children very much enjoy playing outdoors in the fresh air. They have regular access to the outdoor areas, which offer a wealth of resources and learning experiences. For example, children practise a range of physical skills, such as climbing on play equipment and balancing, when making their own obstacle courses.
- Parents express their complete satisfaction and speak highly of the nursery. They describe staff as attentive, supportive and caring. Staff provide parents with lots of support and advice. They keep them fully informed of their child's development.
- Staff speak with enthusiasm about their roles and how they enjoy working at the nursery. Effective strategies, such as regular supervision, staff meetings and training, help to promote their positive well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff have regular training opportunities to refresh and develop their child protection knowledge. They are aware of the indicators that a child may be at risk of harm. This includes where an allegation is made against a colleague and how to report concerns in a timely manner. Leaders demonstrate effective recruitment procedures and ongoing suitability checks. This helps to ensure that those working with children are suitable for their role. Staff are deployed effectively and carry out daily risk assessments of the nursery environment to reduce and minimise any potential hazards. Children are included in regular health and safety checks. This helps to support children's understanding of keeping themselves safe.

What does the setting need to do to improve?

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

- review the organisation with regard to the room for children aged two to three years and take steps to support children to play and learn in a more consistently calm and purposeful environment
- plan the curriculum even more effectively to focus precisely on the challenges set for all children.

Setting details

Unique reference number	EY458407
Local authority	Oxfordshire
Inspection number	10309215
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	114
Number of children on roll	144
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01235 422052
Date of previous inspection	19 October 2021

Information about this early years setting

Bright Horizons St Mary's Day Nursery and Preschool, in Abingdon, Oxfordshire, registered in 2013. It is run by Bright Horizons Family Solutions Limited. It is open each weekday, from 7am to 6.30pm, all year, with the exception of bank holidays and a week between Christmas and New Year. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 46 staff, of whom 25 hold relevant childcare qualifications at level 3. Two staff hold level 2 qualifications and one holds a level 4 qualification.

Information about this inspection

Inspectors

Anneliese Fox-Jones
Tracy Bartholomew

Inspection activities

- This inspection was carried out as part of a risk assessment process.
- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors assessed how well leaders and staff understand and implement the setting's policies and how they support children's learning.
- The inspectors observed activities in the four main base rooms and garden. They talked to staff about the progress individual children are making and what they want the children to learn.
- The manager and the inspectors completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the lead inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspectors checked evidence of the suitability and qualifications of staff working with children.
- The inspectors spoke to parents and children during the inspection and took account of their views.

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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