

# Inspection of Bright Horizons Otterbourne Day Nursery and Preschool

Otterbourne Hill, Otterbourne, WINCHESTER, Hampshire SO21 2HJ

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Inspection date: 1 December 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Staff have a thorough knowledge of each child and place their well-being at the centre of everything they do. Children receive a warm welcome, and staff are on hand to provide reassuring cuddles and support throughout the day.

Children are eager to start their day, excitedly exploring the highly stimulating learning environment. They are curious and remarkably well engaged in their play. It is heart-warming to see babies and young children giggle with joy while they race in the garden. There is a multitude of opportunities to develop their determination and problem-solving skills. For example, children focus extremely well when they explore the ways to break a block of ice and free the animals encased inside. They show incredible investigative skills and recall their prior learning as they decide to use warm water to increase the time in which the ice melts.

Children could virtually run the nursery themselves. They fully understand all routines and demonstrate amazingly high levels of independence and self-control. For instance, children lead their own play; as they use an agility ladder, they patiently wait for their turn and politely tell their friends to move out of the way to make sure they will not run into them. Children's wonderful and kind behaviour reflects the staff's consistent approach and high expectations they have for children's conduct.

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

- The manager and staff work together to create an exciting and challenging curriculum. Staff plan an extended range of adult-led and child-led activities around children's interest. Children take part in 'children's council', where they discuss their ideas and learning, such as looking after chicks. This enables children to express themselves and build exceptionally positive attitudes to learning.
- Children's learning is extremely well sequenced, ensuring that they build on what they already know. Children are incredibly confident when they carry their own plates and cups, and they cut and self-serve the lunch onto their plates. Children gain important and valuable skills, such as how to manage their own personal and physical needs. They are exceptionally well prepared for the next stage of their learning.
- Children with special educational needs and/or disabilities (SEND) and those who speak English as additional language receive highly effective support. Devoted staff immediately identify children's needs and create appropriate individual plans. Staff liaise with a range of agencies to fully support individual children.
- Staff are passionate about using the natural area to help children learn an

extensive range of skills. For example, children collect logs and sticks and learn about safety around the fire. They negotiate space effectively when they run around with their friends, looking for flowers. The exciting environment reflects children's interests unbelievably well.

- All staff are fantastic teachers. They support children to become great communicators. For example, they confidently discuss the herbs as smelling like 'coriander' and that pinecone is 'sticky.' A love of books is embedded across the nursery. Staff read to children in a way that excites them as they listen with anticipation to 'The Gruffalo'. Babies pull themselves up to play a shape-posting game and, with determination, try to find the right size. Children are becoming expert mathematicians as they develop their understanding of mathematical concepts such as counting, quantities and comparison.
- Children benefit from exciting experiences that help them to learn about the local community and broaden their world view. Staff go beyond expectation and organise 'real life' experiences. For examples, children thoroughly explored a car-washing activity. Children learn about care when they visit a local care home. Staff invite people of different professions, such as nurses, into the nursery. Staff challenge stereotypes when children think that a male nurse must be a doctor. These opportunities widen children's views and shape their acceptance and respect.
- The passion and commitment the managers and leaders have is inspiring. Managers rigorously monitor practitioners' well-being and their knowledge. Staff appreciate the well-designed support they receive and show determination to continually build on their skills and knowledge,
- Parents are fully involved in their children's learning and feel valued. They highly praise the manager and staff and report that their children make amazing progress in their learning and development. They value extended opportunities the nursery offers to children, such as teaching children about different cultures and celebrating Diwali and Thanksgiving.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge and are confident about identifying when a child may be at risk of harm and know how to report any concerns. This includes reporting concerns about adults working with children. Staff know where to find contact information to appropriate safeguarding agencies. Children are safe, and the manager deploys staff effectively across the nursery. Generic risk assessments are regularly updated. Staff check the premises daily to ensure the setting is safe and secure for children. The recruitment process is robust. Staff receive rigorous induction to ensure that they are suitable to work with children and that they understand their roles and responsibilities. Staff keep accurate records of accidents and children's attendance.

## Setting details

<b>Unique reference number</b>	EY450001
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228699
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	90
<b>Number of children on roll</b>	131
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	02380 262 622
<b>Date of previous inspection</b>	16 December 2016

## Information about this early years setting

Otterbourne nursery, Winchester registered in 2012. It operates from 7.45am until 6pm, five days a week, all year round, except for a week at Christmas. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 33 staff. Of these, 22 have relevant qualifications at level 3 and above. Two staff hold early years professional status, and two staff hold qualified teacher status. The nursery also employs a cook.

## Information about this inspection

### Inspector

Karolina Klepacka

## Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children and with SEND.
- The manager and the inspector carried out a joint observation of a planned activity.
- The manager provided the inspector with a sample of relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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