

Inspection of Bright Horizons Oxford Business Park Day Nursery and Preschool

9850 Garsington Road, Cowley, Oxford, Oxfordshire OX4 2DQ

Inspection date: 21 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and excited for their day at this setting. They confidently separate from their parents and are greeted by warm, friendly staff. Staff provide interesting and stimulating activities and experiences to engage and motivate children. For instance, children in the garden show great enjoyment in making 'mud pies'. They work together in a small group and excitedly talk to staff about what they are doing.

Staff model positive behaviour. Children's behaviour is good. They respond well to praise and are keen to show staff their achievements. Children are enthusiastic in their play and learning. They are given opportunities to explore new activities to build on their knowledge and understanding of the world and recall previous experiences. For example, pre-school children attended forest-school sessions where they watched staff build a fire and then got to toast their own crumpets. Children recalled a previous time when the fire went out because of rain.

Staff have high expectations of what they want children to learn. All children make good progress in their learning and development. This includes children who speak English as an additional language and children with special educational needs and/or disabilities (SEND).

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

- Leaders and managers have regular supervisions with staff. This helps to identify development and learning needs. For example, recent training has provided staff with ideas and activities of how to support children's overall development through music and singing. Managers have weekly meetings with room leaders to support them in their role and discuss any changes needed to improve children's time at the setting and meet their ongoing needs.
- Staff create an inclusive environment that all children explore with excitement. Children freely flow from the indoor areas to the garden. Activities are arranged to enhance different areas of learning and development and capture children's interests and imaginations. For example, supported by staff, young children enjoy making play dough. Staff talk to them about the ingredients and support them in mixing them together. Children count the number of scoops of flour and enjoy choosing the colour that they would like to add. They then excitedly play with the dough, using a range of resources to cut and make patterns with.
- Staff teach a wide range of songs and rhymes. This extends children's vocabulary and enhances their learning in other areas. Children show an interest in musical instruments. Staff talk to the children about the sounds that the different instruments make. They ask children to make loud and quiet sounds. Staff discuss how some of the musical instruments sound like 'thunder'.

- Staff promote children's mathematical understanding from an early age. For example, young children use chalk to draw on the garden floor. Staff draw pictures, such as a house, and talk about the shapes they use to make them. Staff also draw circles and write numbers in them. Young children do their own drawings and use paint to make shapes on the floor. This helps to develop younger children's understanding of shapes, numbers and colours.
- Staff provide an environment that supports children to have a healthy lifestyle and build on their physical development. For example, babies enjoy using an indoor climbing frame. Older children use planks and blocks to create a balancing course in the garden. They ride bikes and scooters, and build hand-to-eye coordination by throwing and catching bean bags and balls. Pre-school children recently enjoyed a trip to a local supermarket to buy fruit. This is linked with their topic on healthy eating.
- Parents praise managers and staff for the care and support that they show them and the children. They report that children with SEND are supported well by staff and have their individual needs met. Parents enjoy seeing updates about their children's daily activities on the online app. They can see their child's progress and next steps, which they are then able to support at home.
- Staff know the children well and meet their individual learning needs by focusing on their interests, such as zoo animals. For example, younger children enjoy listening to the story 'Dear Zoo'. Staff provide children with a range of activities to promote their understanding of zoo animals and explore wild habitats.
- Children with SEND are supported well. Staff identify concerns early and support parents to make referrals. This ensures that children get support quickly, and helps them to make good progress with their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have good safeguarding knowledge. They are able to discuss signs that might indicate a child is at risk of harm or abuse, such as physical, emotional, and sexual abuse. They have a good knowledge of a wider range of safeguarding issues, such as county lines, female genital mutilation, and 'Prevent' duty. Managers are aware of the issues that affect the local area and when parents may need support. Risk assessments are in place to ensure the safety of children. These are reviewed and updated regularly or when incidents arise. Safe recruitment procedures are in place and adhered to, ensuring that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to gain a more consistent understanding of what they want

children to learn from activities and how to extend children's learning even further

- build on opportunities to teach younger children about their similarities and differences and deepen their awareness of the wider world.

Setting details

Unique reference number	134835
Local authority	Oxfordshire
Inspection number	10277466
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	144
Number of children on roll	65
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01865 593 868
Date of previous inspection	30 January 2018

Information about this early years setting

Bright Horizons Oxford Business Park Day Nursery and Preschool registered in 2000. Bright Horizons Family Solutions privately owns the nursery and is a national organisation. The nursery is located in a business park in Cowley, Oxford. The nursery is open on weekdays from 7.30am until 6pm, all year round, except for bank holidays. It receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 29 staff. Of these, two hold a relevant qualification at level 6, seven hold a qualification at level 3, and eight staff hold a qualification at level 2. One member of staff holds qualified teacher status.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- 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 with special educational needs and/or disabilities.
- 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 inspector spoke to several parents 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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