

Inspection of Bright Horizons Peckham Rye Day Nursery and Preschool

24 Waveney Avenue, Peckham Rye, London SE15 3UE

Inspection date: 10 February 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 are warmly welcomed into the nursery. Babies smile and hold out their arms as they separate from their carers. Older children hang up their belongings and walk into pre-school with confidence. Children have formed good relationships with staff, who spend time getting to know them and their families. Staff communicate well with children, asking questions and showing genuine interest during conversations with them. Children who speak English as an additional language are supported well. Their home languages and cultures are celebrated throughout the nursery, giving them a sense of belonging.

Children behave well and show friendly behaviour towards each other. Older children play cooperatively together, sharing construction toys in the sand and the role-play area. Younger children smile and giggle with each other as they climb and slide on apparatus. Staff are active outside with children, encouraging their physical development as they run around obstacles and ride around tracks. Children show an interest in books. Babies point at pictures and lift flaps with excitement. Older children handle books with care and anticipate what might happen next. Staff model courteous behaviour, encouraging children to use their manners and treat everyone with respect.

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

- The manager and staff are clear about what they want children to learn. They gather information from parents and use this to inform future learning. Staff take the time to understand the diversity of children and their families. They plan engaging activities, especially outdoors. This ensures that children access a range of new experiences, while building on what they know and can do.
- Staff have high expectations for children and their behaviour. They encourage children to talk about their feelings and resolve minor conflicts. Children use good communication to display their wants and needs. For example, they ask another child politely if they can have a turn on the bike.
- Children enjoy sociable mealtimes together, confidently talking to staff and friends about the healthy foods on their plates. They use good manners when asking for more. During mealtimes older children self-serve food and drinks, showing their developing independence and sense of responsibility. However, opportunities for children to be independent across younger age groups is not always consistent.
- Staff celebrate culture and diversity as part of every day life at the nursery. Staff work closely with families to understand their backgrounds. This is then incorporated into the curriculum. Children who speak English as an additional language progress well. Rooms for older children include objects from the children's cultures in role-play areas. This supports children to develop

friendships as they cooperatively play with familiar toys.

- Parents are happy with the nursery's provision. They comment on the good settling-in process and the communication they receive. They meet regularly with staff to discuss their children's progress and receive information about extending learning at home. The nursery offers regular opportunities for families to give feedback. This then feeds into any areas of development for the nursery.
- Relationships are good between staff and children. Key persons know their children well and build on their interests. For example, staff have created a dinosaur area following a child's recent trip to a museum. New children are supported to settle well as key persons have a good understanding of their needs and interests. However, children whose key person is not in on their day of attendance do not always have consistent experiences or their learning regularly extended.
- The manager has good systems in place to monitor and support staff. There is an extensive range of training available and a good supervision process in place to support staff well-being. The manager ensures that staff, families and children are included when reflecting on the vision and development of the nursery. These are then used to ensure the best outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff know how to keep children safe. They understand their responsibility to report any concerns about children or adults. They are aware of the signs and symptoms of a range of different types of abuse. Children are supported by adults to be aware of their own safety. They help to risk assess playrooms and outdoor spaces. Managers are committed to ensuring the safety of their staff, keeping up to date with local safeguarding issues. All staff complete regular training, which includes paediatric first aid.

What does the setting need to do to improve?

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

- ensure opportunities for children to develop their independence are consistent across all ages.
- strengthen the key-person system further to ensure children have consistent experiences every day.

Setting details

Unique reference number	EY283916
Local authority	Southwark
Inspection number	10263235
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 5
Total number of places	76
Number of children on roll	76
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3906 6558
Date of previous inspection	25 April 2017

Information about this early years setting

Bright Horizons Peckham Rye Day Nursery registered in 2004. The nursery operates from 7.30am to 6.30pm, Monday to Friday, 51 weeks of the year. The nursery receives funding to provide free early education to children aged two, three and four years. There are 21 members of staff; of these, two hold qualified teacher status and 13 hold recognised early years qualifications between levels 2 and 4. There are six unqualified staff. The nursery also employs a chef and domestic staff.

Information about this inspection

Inspector
Tania King

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 viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at 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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