

Inspection of Bright Horizons Poole Montessori Day Nursery

105 Penn Hill Avenue, Poole BH14 9LY

Inspection date: 25 July 2023

Overall effectiveness **Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and emotionally secure in the setting because staff sensitively help them to settle according to their individual needs and parents' wishes. Babies enjoy a cuddle and warm reassurance from their key person, which helps them to part from their parents or carers. Children develop very strong bonds with all staff. The well-planned environment supports the curriculum effectively, and children make independent choices from a good range of resources. For example, older children develop practical skills, such as grating a lemon or screwing nuts and bolts together. Children have good opportunities to be outdoors and develop their small- and large-muscle skills as they kick balls, balance on low planks, and use writing resources.

Staff have good opportunities for training and development, which has a positive impact on children's development. For example, staff use Makaton with babies to aid their language skills. Children throughout the setting are confident communicators. Staff respond effectively to babies as they babble and introduce new vocabulary to older children, who use extensive mathematical language. They pause for children to fill in familiar words in stories and give children plenty of time to think and respond to questions. Children behave extremely well. Staff provide highly successful support for all children to learn about kind hands and sharing. Older children cooperate and play together harmoniously.

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

- The manager has an ambitious curriculum. Due to the COVID-19 pandemic, the company has changed its curriculum, placing a strong focus on children's well-being. This is underpinned by research and the Montessori approach to teaching. The manager and deputy are very passionate about how they give children firm foundations, not just to prepare them for school, but for their lifelong learning. They have a very good understanding of what they intend for children's development before they move on to the next room and school.
- Children have highly positive attitudes to learning. They persevere with new skills and keep on trying when something does not work the first time. For example, older children try to build an arch, carefully removing the support once built. They keep trying until they succeed. Children gain confidence in the environment and value each other's differences. For example, older children learn new words from those learning English as an additional language and choose to use them in routines.
- Effective monitoring ensures that staff know the children well and quickly notice any gaps in their development, seeking early help when needed. The special educational needs coordinator works closely with staff and outside agencies to help children quickly catch up. Staff plan engaging activities, which children are

eager to take part in. For example, they enjoy finding out which items float or sink in water. However, not all staff make full use of children's experiences to further extend their understanding of how one thing can cause an effect on another.

- Children develop important practices to keep themselves safe and healthy. For example, two-year olds explain that they wear cream and a hat because of the sun. Older children practise brushing plastic teeth and discuss how milk is good for their bones. Staff have an ingenious way of focusing children's attention on being safe: by using a particular toy to help them assess risks for themselves.
- Partnerships with parents are one of the key strengths of the setting. Parents are extremely positive about how staff work with them. They confirm that they receive excellent communication. Daily discussions at handover enable children to receive consistent care and learning. In addition, parents receive regular information about their children's development, routines, and ways to support them at home. Parents cannot speak highly enough about the nurturing staff and how well they accommodate babies' individual routines.
- There is a strong management team, which receives additional, effective company support. Through constant evaluations, managers focus on ways to develop their service, seeking parent, staff, and children's views. For example, they have created an outdoor reading room, where children have somewhere quiet to read. They now have a chef, who provides children with nutritional meals. Older children now choose when to have snack, so as not to interrupt their learning. Babies have an enclosed balcony garden, enabling them to freely move outdoors to explore a wider range of experiences.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear, effective knowledge of safeguarding children. They all receive regular training, and leaders question staff and hold discussions in team meetings to keep their safeguarding knowledge fresh. They have a good understanding of what to be aware of and the procedures to follow if a child is at risk of harm. Staff have a secure knowledge of their whistle-blowing policy, including who they can report concerns to outside of their company. Leaders and staff give children's safety high priority; they keep the premises secure and carry out important risk assessments to help keep children safe. Vigilant procedures ensure that children's dietary needs are met extremely well.

What does the setting need to do to improve?

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

- support staff in consistently helping children to extend their awareness of cause and effect to develop their thinking skills further.

Setting details

Unique reference number	EY492005
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10299915
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	42
Number of children on roll	61
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01202 048214
Date of previous inspection	24 January 2018

Information about this early years setting

Bright Horizons Poole Montessori Day Nursery re-registered in 2015 and is one of over 200 settings owned by Bright Horizons Family Solutions. It operates each weekday, from 8am to 6pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. A team of 17 staff work with the children. Of these, three hold an appropriate early years qualification at level 6 and five at level 3. There are two staff with an early years qualification at level 2 and an apprentice.

Information about this inspection

Inspector

Elaine Douglas

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 manager and deputy led the inspector on a learning walk to discuss their curriculum and what they want the children to learn.
- The inspector talked to the staff, parents, and children during the inspection and took account of their views.
- The manager and inspector carried out a joint observation of a small-group activity and discussed the quality of teaching and learning.
- The inspector observed the quality of education in all areas, indoors and outdoors, and assessed the impact this was having on children's learning.
- The manager, deputy and inspector held a leadership and management meeting, and the inspector checked relevant documentation to demonstrate the suitability of staff.

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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