

Inspection of Bright Horizons Portswood Day Nursery and Preschool

27 Winn Road, Portswood, Southampton, Hampshire SO17 1EJ

Inspection date: 5 April 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 arrive happy and eager to start their day at nursery. They form secure attachments with the adults that care for them. Babies enjoy warm and nurturing support that gives them confidence to persevere in self-chosen challenges. For example, very young children show resilience as they practise their physical skills on the step and slide unit. They smile broadly in delight when they achieve what they set out to do.

Older children have good opportunities to develop their language skills. They receive support to use their working memory to demonstrate what they know. This builds on previous activities children have engaged in to find out about springtime and the natural world. For instance, during a still-life drawing session of spring flowers, children use descriptive language to refer to the daffodils on the table. This prompts a discussion about 'growth'. Children explain that when seeds are planted, they need soil and water to grow. Furthermore, children receive exposure to new words connected to this experience, hearing words such as 'bloom' when referring to what happens when plants change over time. This contributes towards extending children's vocabulary.

Children have opportunities to practise their independence skills across the whole nursery. Babies show great enthusiasm for feeding themselves at mealtimes. Older children wash their hands before snack time and confidently use small jugs to pour themselves a drink. On the whole, children behave well, and they receive sensitive support to consider their behaviours, which they respond positively to.

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

- Leaders and managers are rigorous in their self-evaluation and accurately identify strengths and areas for development. They seek the views of parents, staff and children to review the quality of what they provide. This feedback contributes towards driving even further improvements to ensure that children receive good quality care and education.
- Leaders have a sound understanding of what they want children to learn and why. They promote a curriculum that supports all children to acquire new skills and knowledge based on what they already know and can do, in readiness for their next stages in learning. However, there are inconsistencies in how staff precisely plan and implement the curriculum. They consider activities and resources prior to really thinking about what it is they want children to learn first. As a result, this can lead to confusion, with children's next steps being too broad in their approach. Despite this, children show they are making steady progress in their learning and development.
- Staff make good use of advice from external professionals to support children

with additional needs. This provides key persons with specific strategies to implement in the nursery so children receive targeted support to help them catch up.

- Staff use a variety of ways to promote children's communication skills, including a large number of children who speak English as an additional language (EAL). This is through engaging children in discussion, singing and sharing stories. Children enjoy talking about favourite books and the context of the story with their friends. Staff suitably follow processes to help children who speak EAL make connections in their learning. However, at times staff practice is variable and approaches to support children who speak EAL are not followed up as quickly as they could be. Nevertheless, children demonstrate they are settled and have exposure to experiences that support their developing language skills.
- Leaders recognise the importance of internet safety. They share information with parents on how to protect their children when they are using online resources. Staff ensure that children only access devices with adult supervision. However, children have fewer opportunities to learn about e-safety to help them understand how to stay safe online.
- Children are keen learners; they demonstrate curiosity and show motivation to join experiences that are on offer. Children seek out friends and huddle together to talk about their play plans. Well-organised mealtime routines support children's independence and dietary needs well.
- Children are keen to share with friends and adults details of the activities they join in outside of the nursery. Staff successfully build children's self-esteem and emotional resilience through celebrating their successes at home. For example, children talk about park fun runs they have completed and proudly show a medal received linked to these events.
- Parent partnership is extremely effective. Leaders and staff use personalised information about children to tailor their care and education. Parents highlight how staff provide guidance and additional resources to promote consistency in learning between home and the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of the indicators of abuse and neglect. The designated safeguarding lead is secure in her roles and responsibilities. She ensures that staff receive child protection training and regular updates. All staff know the process to follow to report and refer concerns when a child may be at risk of harm. The manager regularly asks questions to staff members regarding a range of safeguarding issues. This includes county lines, whistle-blowing, and domestic violence. This enables her to monitor their ongoing knowledge and address any gaps as part of staff's professional development.

What does the setting need to do to improve?

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

- develop all staff's teaching skills even further so they are clear how to precisely sequence the planning and implementation of the curriculum to provide a sharper focus on well-curated next steps of learning for all children.
- enhance staff's awareness to consistently implement strategies to support children who speak English as an additional language to enable them to boost their communication and language development skills.
- take steps to ensure that children are taught how to recognise risks and what to do to keep themselves safe when accessing digital technology online.

Setting details

Unique reference number	EY286410
Local authority	Southampton
Inspection number	10278094
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	69
Number of children on roll	97
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	023 8214 8045
Date of previous inspection	12 September 2019

Information about this early years setting

Bright Horizons Portswood Day Nursery and Preschool opened in 1994 and moved to Bright Horizons' ownership in 2016. It is located in Southampton, Hampshire. The nursery is open Monday to Friday, from 7.30am to 6.30pm, throughout the year. The nursery receives funding to provide free early education to children aged two, three and four years. The nursery employs 28 members of staff to work with the children, of whom 21 hold childcare qualifications at level 2 or above.

Information about this inspection

Inspectors

Sherrie Nyss

Melissa Cox

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 provider and has taken that into account in their evaluation of the setting.
- The inspector went on a learning walk with the manager to establish the priorities for the curriculum.
- The inspectors observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children throughout the inspection.
- Joint observations were conducted by the inspectors and discussed with the manager.
- The inspectors tracked children to establish what it is like for a child at the nursery.
- Leaders and managers held a discussion with the inspectors in relation to the leadership and management of the nursery.
- The inspectors looked at relevant documentation, such as evidence of Disclosure and Barring Service checks, first-aid certificates and the induction processes.
- The inspectors invited parents to share their views and took account of all feedback received.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023