

Inspection of Bright Horizons Potten End Day Nursery and Preschool

Binghams Park Farm, Potten End Hill, Water End, Hemel Hempstead HP1 3BN

Inspection date: 21 June 2022

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 happy and settled in the welcoming nursery. Children take part in activities that they enjoy. They explore sand and paint and other sensory activities, such as dough and water. Toddlers wash dolls, and roll out and press dough as staff encourage them by saying 'Ready, steady go, roll roll, roll'. Staff ask questions such as 'What are we doing?', to help children to respond and learn conversational language. They discuss with children how they made their own dough to help them explain things that have happened. Staff echo things that children say to help them learn correct pronunciation and to promote their language. Children show their developing imaginations as they make dough 'cakes' and 'cook' them in the play oven.

Children use recognisable words as they talk about 'rolling' and 'making a big butterfly' with dough. Children in the pre-school room are confident and talkative. They use a large range of language to explain their feelings, thoughts and ideas. They show that they understand real-life experiences as they pretend to fly an aeroplane from an airport they have built from large blocks. Children show resilience, for example, as they rebuild parts of the structure when it falls down, then review and improve it.

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

- Leaders and staff understand the established curriculum in place that reflects how individual age groups develop and learn. Leaders successfully communicate to staff how to assess children's development and then build on what the children can already do. The manager knows the children in her nursery well, including those with specific needs, which helps her to have clear oversight of the quality of teaching. She manages the staff team well. Strong recruitment, induction and training systems are in place, so that all staff know what is expected of them. Staff report that they feel well supported and enjoy working at the nursery.
- Staff support children's confidence as they praise and value their achievements, especially when they are kind to their friends. Staff are strong role models and show children how to manage minor disagreements. Staff are aware of children's care needs and work together to make sure these are met. However, at times, in the morning session in the baby room, staff focus more on supporting babies' care needs and do not take all opportunities to support their learning. Overall, babies develop close bonds with the caring staff. They have positive interactions with them and feel safe and secure. Babies explore the outside area with interest. They touch soil with their hands which provides them with interesting sensory experiences. They develop their large muscles as they crouch down to play peekaboo in the tunnel with staff.

- Children who soon move to school readily discuss what is coming next. For example, they tell visitors that they can put on their new uniform, and that they will meet their teachers soon. Staff have the same high expectations for children with special educational needs and/or disabilities. They give them the same secure move to school as their peers. Staff also adapt activities to help all children take part equally in activities and ensure they have the equipment they need to support their specific needs, such as devices to support their speech development.
- Parents are positive about the nursery. They praise the regular communication that they receive from staff and appreciate that they have activities sent home to promote children's development. They feel well informed about things that their children have achieved. Effective working relationships with other professionals involved in children's lives support a collaborative approach towards children's care and learning.
- Toddlers, generally, spend their time at nursery involved in busy and purposeful play. However, some intentions for children's learning are not commonly understood by all staff. This means that, on occasion, staff interrupt children's learning. For example, some staff tell children that they can transport sand from one area to another, when other staff tell children not to move this and start sweeping it up. This means that some children are not able to follow chosen learning activities through to their conclusion.

Safeguarding

The arrangements for safeguarding are effective.

Staff follow commonly understood policies and procedures to protect children. All staff, even those who are new to the setting, understand how to recognise signs and symptoms of potential concern and know how to respond in a timely and appropriate way. Leaders and managers monitor any ongoing concerns to make sure that these are addressed at the earliest opportunity to protect 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 who work with younger toddlers, to judge more successfully when to engage in children's play and when to step back and give children time to develop their own ideas
- review the deployment of staff in the baby room at the beginning of the day to enable staff to focus more specifically on babies' learning needs while they also support their good care.

Setting details

Unique reference number	EY544463
Local authority	Hertfordshire
Inspection number	10245406
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	92
Number of children on roll	96
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01442 506760
Date of previous inspection	18 July 2018

Information about this early years setting

Bright Horizons Potten End Day Nursery and Preschool registered in 2017. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am to 6.30pm. The nursery employs 16 members of childcare staff and a cook. Ten staff hold early years qualifications at level 2 or above, including two members of staff who hold qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Naomi Brown
Emily Woodhead

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager completed a learning walk with one of the inspectors. They discussed their curriculum and what it is that they want their children to learn.
- The inspectors viewed all areas of the provision and discussed the safety and suitability of the premises.
- Children shared their views with the inspectors.
- One inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspectors.

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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