

Inspection of Bright Horizons Solihull Day Nursery And Preschool

77 Kineton Green Road, Solihull, Warwickshire B92 7DX

Inspection date: 7 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time at nursery. Relationships between staff and children are caring, supportive and respectful. This helps all children to feel safe and secure. It is particularly evident for those children who have just started attending the unfamiliar environment. Managers and staff recognise that many children have been at home throughout the COVID-19 (coronavirus) pandemic and have not had enough opportunities to socialise. They are keen to foster the emotional and social needs of all children and are helping them to become confident individuals who make friends and build close bonds.

Staff have high expectations and are good role models. Older children are well behaved, manage their feelings effectively and are considerate to one another. They develop independence and take care of their own hygiene and care needs. There are clear and effective systems to ensure children's dietary requirements are adhered to. Children learn about their health needs and recognise the food and drink they can have or those which may make them poorly.

Children are eager to express their thoughts and ideas. For example, they tell staff which stepping-stones they want to have out and the ones staff can take away as they create an obstacle course. Children learn to value and respect similarities and differences. They enjoy opportunities to use their home languages and take part in experiences that promote awareness of varied cultures and traditions.

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

- There have been significant improvements since the last inspection, which have had a positive effect on the provision. The new manager is inspirational and leads her team with a clear and considerate ethos for providing high-quality care and education. Staff are motivated and empowered to take on new roles and responsibilities. There is a focus on team working and a culture of mutual support and guidance. The manager and staff regularly attend training and complete research to help refresh their knowledge and understanding. They regularly evaluate and assess practice and strive to continually enhance the provision for children.
- Staff get to know the children well. They liaise closely with parents to gather initial information about the children. Care needs such as weaning methods and routines for sleep are identified and matched well to those at home. This helps children to settle well into a new environment.
- Parents and/or carers are very pleased with the nursery and comment about how well their children are settled and happy to attend. That said, managers and staff have identified a decline in their engagement, since the restrictions adopted due to the COVID-19 pandemic. They are keen to rectify this and have

recently introduced a secure online portal. However, managers and staff are yet to establish fully effective ways for new and existing parents and/or carers to exchange information and be more involved in the provision.

- There is a well-planned programme of activities and experiences for all children. This starts from what children already know and can do and then considers children's interests and what they need to learn next. There is a good balance of child-initiated and adult-led experiences, which build on each child's prior learning and extends their knowledge and understanding effectively. For example, children plant fruit and vegetable seeds in the garden and nurture them, making sure they have enough water and sunlight, as they grow. When the fruit and vegetables are ready for harvest, children are supported to pick them and use them in cooking activities with the chef.
- Staff read stories and introduce books which link effectively to topics that children are learning about. However, there are not enough high-quality experiences, when staff read in a way that excites and captures children's interest and helps to promote ideas, concepts and vocabulary.
- The whole environment is used effectively. Outside, there are plenty of resources, equipment and space to help all children to be active and benefit from fresh air. Inside, children visit the rooms other than their base rooms to provide varied opportunities for all. For example, they have creative sessions where they can see work from different artists displayed on the walls. Children access resources and equipment set out for them to explore at their own pace and can leave them available for next time.
- Children enjoy activities, either on a one-to-one basis or in small groups. This helps support quieter and less-confident children to be fully engaged in their play and learning. Older children learn to follow simple instructions. This helps to develop their listening and attention skills in preparation for starting school.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given high priority. They are supervised effectively, and staff are appropriately deployed to meet children's individual care and learning needs. Rigorous risk assessments are carried out to ensure that any potential hazards are identified and minimised or removed, to maintain children's safety. Staff have a secure knowledge of the types of abuse and the signs that may indicate that a child is at risk of harm. This includes wider safeguarding issues, such as the 'Prevent' duty. They know how to respond in the event of any allegations made. There is always at least one designated safeguarding lead and members of the senior leadership team available. Staff can call on them to discuss any concerns and obtain advice and guidance.

What does the setting need to do to improve?

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

- strengthen partnership working to promote a two-way flow of information and fully engage parents and/or carers in the provision
- enrich opportunities to encourage children's love of books and stories and help to promote their understanding of language and enhance their vocabulary.

Setting details

Unique reference number	EY555046
Local authority	Solihull
Inspection number	10099470
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 3
Total number of places	90
Number of children on roll	40
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0121 2701481
Date of previous inspection	20 February 2019

Information about this early years setting

Bright Horizons Solihull Day Nursery And Preschool registered in 2017. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6.30pm. The nursery employs 12 members of childcare staff. Of these, two are qualified to level 6, seven to level 3 and one is qualified to level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lucy Showell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- A learning walk was completed with the manager to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The manager completed a joint observation with the inspector and shared feedback with the staff involved.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- The manager showed the inspector relevant documentation and evidence of the suitability of adults working on the premises.
- The inspector spoke to 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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