

# Inspection of Bright Horizons Southborough Springfield Road Day Nursery

Springfield Road, Tunbridge Wells TN4 0RD

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Inspection date: 15 February 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

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 settled. They develop strong bonds with staff, which successfully promotes their emotional well-being and helps them to feel safe and secure. For instance, on arrival babies are warmly welcomed by their key person, who supports them to confidently separate from parents or carers. All children are developing their independence skills. This is seen when they confidently move around the bright and stimulating environment choosing what they want to play with.

Children are calm and well behaved. They successfully enhance their social skills, which can be seen when they play together, share resources and take turns. Furthermore, they wait patiently for their friends, while staff help them put on their coats to go into the garden. This helps to prepare them for future learning.

Children are curious learners when they explore and investigate. For example, toddlers are fascinated as they place a ball in a cardboard tube and excitedly scream when it rolls out the other end. Children enjoy many opportunities to develop their physical skills. For instance, babies enjoy crawling in the garden, and toddlers confidently climb a wooden slope in the garden. This helps to strengthen their leg muscles and balance skills.

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

- Staff have a good understanding of the different ways young children and babies learn. For instance, they plan a range of sensory and messy learning experiences for them, such as exploring scented play dough. However, occasionally, small-group activities do not meet the needs of all children. As a result, they lose interest and do not engage in the intended learning.
- The management team have a thorough understanding of what they want children to learn. The curriculum is sequenced well and builds on what children already know. For example, children mix green paint and 'gloop', which is a colour that staff have recently introduced when reading 'The Hungry Caterpillar' story.
- Children successfully build on their language and early literacy skills. They learn new words, such as the name of herbs that staff introduce during play. Additionally, they enjoy listening to their favourite stories and singing familiar songs. This builds on their listening skills and fosters their imagination.
- Staff support children to learn about and respect people who are the same and different from themselves. For example, they share books and talk to children about different cultures and abilities.
- Children enjoy lots of learning experiences that help them to understand about healthy lifestyles. For example, children learn about good oral hygiene when

they practise brushing the teeth of the demonstration model. Furthermore, they plant vegetables the garden, which helps them to learn about growing things and their lifecycles.

- Staff ensure daily routines are flexible to help meet the needs of children attending each day. For example, they follow babies' home routines for eating and sleeping which supports them to feel safe. However, sometimes daily routines interrupt learning for older children. For example, children who are engrossed in play outdoors are asked to stop to come in for snack.
- Staff have high expectations of children's behaviour. They give clear and consistent messages to children in an age-appropriate way. Staff are respectful and act as good role models for children. As a result, children are calm, listen to staff and respond positively to requests, such as collecting a tissue to wipe their nose.
- Staff feel supported well by the newly appointed manager and the deputy. For example, they have regular supervision meetings to discuss their well-being and workload. Furthermore, the manager monitors staff performance regularly to ensure the quality of education is consistently high. The information gathered is used effectively to encourage staff to reflect on areas for development in their practice and identify training needs.
- Parent partnerships are strong. They comment on the quick progress their children have made since starting at the nursery. Parents feel involved in their child's learning, and enjoy the variety of home-learning ideas staff share with them. This successfully supports continuity of learning for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team and staff have a thorough knowledge of how to keep children safe. They demonstrate a good understanding of the potential risk factors of abuse and neglect, and what to do if they have concerns about children's welfare. Staff provide a safe and secure environment for children to play and learn. They are deployed well to ensure babies and children are closely supervised. The management team have robust recruitment processes in place, including checking ongoing suitability, to help ensure adults are safe to work with children.

## **What does the setting need to do to improve?**

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

- improve the planning of small-group activities to ensure they meet the learning needs of all children
- review the organisation of daily routines to ensure children's learning is not interrupted.

## Setting details

<b>Unique reference number</b>	EY488324
<b>Local authority</b>	Kent
<b>Inspection number</b>	10265302
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	40
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01892 575440
<b>Date of previous inspection</b>	1 June 2017

## Information about this early years setting

Bright Horizons Southborough Springfield Road Day Nursery registered in 2015. It is part of the Bright Horizons chain and is located in Tunbridge Wells, Kent. The nursery is open Monday to Friday, from 7am to 6.30pm, all year round. The nursery employs seven members of staff, five of whom hold relevant early years qualifications at level 2 or above. The setting accepts funding for the free provision of education for children aged two years.

## Information about this inspection

### Inspector

Michaela Borland

## 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 setting and has taken that into account in their evaluation of the setting.
- A joint observation of staff practice was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff and parents throughout the visit 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 manager and deputy joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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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