

# Inspection of Bright Horizons Tudor House, Burgess Hill, Day Nursery and Preschool

Tudor House, Gloucester Road, Burgess Hill RH15 8QD

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Inspection date: 15 June 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children show excellent attitudes to learning in this inspiring and inclusive nursery. They are highly motivated by the inviting activities, such as bread making, sensory and creative play. Children are extremely curious. They confidently manage their own play. For example, pre-school children explore how magnets work and use them to build interesting models. They test out materials around the room to find things that are magnetic, remembering previous learning. Babies and toddlers are extremely active and thoroughly enjoy their day. For instance, babies squeal with delight as they splash in the garden water tray and feel large blocks of melting ice. Toddlers keep on trying until they master an obstacle course. They are encouraged to be proud of their achievement and happily tell everyone, 'I can balance!'

Children learn how to keep themselves safe and manage their own personal needs from a young age. For example, staff support babies to look for their photo to find their own water cup. Pre-school children know why they need water, sun hats and sun cream on a very hot day. They independently find bottles to spray each other with cooling water. Children ask each other if spraying is wanted and persevere when the sprays are hard to push. Children show exceptional regard for others, help each other and behave very well.

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

- Staff follow a clear vision that guides their planning for each stage of a child's development. For instance, babies are carefully supported to make relationships with others and form strong bonds with their key person. Older babies and toddlers learn to control their bodies and gain speaking and listening skills. Staff help pre-school children to be curious, mindful and self-regulating, developing social interaction skills. Children are very well prepared for the next stage of their development and for school.
- Babies and children receive warm, nurturing and respectful care from staff. They help children understand their emotions and regulate their own behaviour. Children, including those with special educational needs and/or disabilities (SEND), use words or picture cards to help describe how they feel. The manager uses additional funding carefully to support disadvantaged children or those with SEND. For example, additional staffing or resources are provided. As a result, all children make very good progress.
- Children demonstrate a love of books, which are thoughtfully placed throughout the nursery. Babies and toddlers readily choose books and approach staff to read to them. Babies cosy up to staff and enjoy the repetition of a familiar animal story. Pre-school children listen carefully to stories and ask thoughtful questions. They use books to find out information, such as how other children live who are different from themselves. Staff consistently help children to

discover new vocabulary and link learning.

- The manager and staff build strong relationships with children and their parents, who become part of the 'family'. Parents feel very well supported by the settling-in procedures at the nursery. They say these allow children to settle at their own pace and give parents confidence in the care that is provided. Parents are invited to events, for example, an evening to prepare for the transition to school. They are encouraged to share children's life experiences, such as holidays, which are used by staff to extend learning. These partnerships support children's learning and development.
- The nursery has been through a period of considerable change with new owners and management bringing a different ethos. The current manager is enthusiastic and has worked hard to create the strong staff team who works very well together. However, occasionally, there are inconsistencies in staff practice. For instance, a few staff over direct children's play when they are exploring their own ideas, often with too much conversation. This interrupts children's thinking and learning.
- The manager, the regional director and the early childhood specialist of the company work proactively together to evaluate the effectiveness of the provision and ensure continuous improvement. For instance, they use regular meetings and surveys to check staff well-being and offer a wide range of benefits and targeted training opportunities. This helps ensure that staff are motivated to provide the best possible experience for children.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibility for keeping children safe. Staff are confident about using the policies and procedures if they have a concern about a child's welfare or the behaviour of a colleague. Their knowledge and suitability to work with children is consistently checked by managers. Staff teach children to begin to manage their own risks. For example, they discuss with pre-school children what to do if they come across hazards at home such as hot hair straighteners. Children understand and follow sun safety rules. Staff encourage children to express their thoughts and feelings. This helps children gain the skills they need to keep themselves safe.

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

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

- strengthen good teaching skills further to help staff, particularly the less experienced staff, know when adult direction is needed and when to allow children more time to develop their own play.

## Setting details

<b>Unique reference number</b>	2642349
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10289464
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01444 223881
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Brighton Horizons Tudor House, Burgess Hill, Day Nursery and Preschool registered in 2021. The nursery employs 25 members of childcare staff. Of these, 15 hold an appropriate qualification at level 2 or above. The nursery opens from Monday to Friday, all year around. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sue Suleyman

## 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 her evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what she wants the children to learn.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Some children, staff and parents spoke to the inspector during the inspection, and she 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.

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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