

# Inspection of Bright Horizons at Trafford

463 Stretford Road, MANCHESTER M16 9AB

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Inspection date: 28 November 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is outstanding**

Children flourish in this culturally rich and diverse nursery. They develop very strong emotional attachments with staff. Children show that they feel extremely safe. For instance, they arrive in high spirits and affectionately embrace their key person. Children's laughter and squeals of delight are heard throughout the environment. They have remarkably positive attitudes and their behaviour is impeccable. For example, children are extremely eager to join in with activities. They play together harmoniously. Children develop an excellent understanding of diversity and the wider world. For instance, they relish taking part in a Caribbean carnival held at the nursery. Children tap out a beat on steel drums. This helps them to develop a superb understanding of rhythm and sound. Children dress up in flamboyant hats and colourful clothing. They show excellent imaginative skills. These experiences ignite children's interests. They help them to learn about their own uniqueness and the traditions and cultures of others.

The passionate manager and enthusiastic staff team create a very strong sense of community in the nursery. For instance, they build first-class relationships with children and their parents. They show a keen interest in children's home lives. Well-qualified staff are highly skilled in using many home languages alongside English. This helps children and their families to feel exceptionally valued. Parents state, 'I am very, very thankful for all the nursery has done for my child.' They comment that they are overwhelmed with the abundance of support they receive. The manager and staff have the utmost expectations for every child. They successfully maintain the highest standard of teaching to continue their outstanding practice. This very strong commitment to excellence helps all children to make the best possible progress, including funded children and those who speak English as an additional language.

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

- The highly qualified manager shapes the curriculum exceptionally well around what each child needs to learn next. She monitors the progress made by individual and groups of children with precision. The manager acts with swiftness to address any gaps in children's learning. For example, she identified an emerging gap in boys' literacy and mathematical development. The manager provided targeted training for staff to enhance their first-class teaching further. Staff enriched the learning environment, for example, with more stimulating resources. As a result, all children deeply engage in learning. They thoroughly enjoy using exciting reading and mathematics spaces. This action has had a huge impact on children's development. Boys' skills in these areas of learning have improved significantly. Children in the nursery achieve at levels that are higher than the local average, including in literacy and mathematics.

- Partnerships with parents are superb. The manager ensures that parents learn about the local services they can use, such as external speech and language sessions. She also invites parents into the nursery to access parent forums. Staff share 'top tips' to help parents to continue children's learning at home. They give advice on issues. For example, staff offer ways to encourage children's positive behaviour at home. In the nursery, children show exemplary behaviour and high levels of respect towards each other. They develop excellent social and communication skills, which show during their lively conversations with the inspector.
- Staff create exceptionally strong links with relevant agencies. They very quickly identify where new children need early help. New children swiftly receive highly targeted support. Staff work very closely with professionals, including paediatricians. They use precise interventions, such as visual prompts and sign language. This helps new children to communicate extremely effectively.
- Older children become superb singers and songwriters. They are eager to share their ideas and think of lyrics to create their own songs. Older children are highly confident to sing their songs in front of visitors. They show sheer pride in their achievements, smiling from ear to ear.
- Young children discover where their food comes from. For example, they investigate what happens when they crack open fresh eggs. They show utter awe and wonderment as the shell cracks and they peep inside. Young children discover the intense citrus aroma when staff grate a lime. These exciting experiences cause them to gasp in surprise and exclaim, 'Wow'. Young children learn new words, such as 'yolk' and 'zest'. They practise saying the new words with clarity and confidence. This helps them to build on their early speaking skills exceptionally well.
- Babies are extremely curious learners. They are absolutely intrigued to feel the texture of exotic fruits and colourful vegetables. For example, babies learn that a pineapple has a 'spiny' texture, a coconut has a 'hairy' shell and a carrot has a 'feathery' top. Staff use these opportunities exceptionally well to help babies to develop excellent sensory skills and hear new words.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have extensive knowledge of safeguarding. They thoroughly understand the signs that may indicate a child is at risk of harm. Staff know to act swiftly should they have concerns about a child's welfare. Safeguarding information is clearly displayed. Staff know who to go to should they be concerned that a child, parent or colleague is at risk of radicalisation. Staff and children practise very regular fire drills. The manager sets staff challenges to ensure that they think quickly in the event of an emergency. For example, sometimes, she blocks their usual escape route. Staff learn how to deal with unexpected issues to ensure that children leave the premises quickly and safely.

## Setting details

<b>Unique reference number</b>	EY361168
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10109753
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 5
<b>Total number of places</b>	70
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	0161 848 5880
<b>Date of previous inspection</b>	21 November 2013

## Information about this early years setting

Bright Horizons at Trafford registered in 2007. The nursery operates from a purpose-built premises in the Trafford area of Manchester. It is managed by Bright Horizons Solutions Limited. The nursery employs 37 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 2 and above. The manager is an early years teacher. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Daphne Carr

## Inspection activities

- The manager and the inspector completed a walk around the nursery to discuss how the manager organises the early years provision and the curriculum.
- The deputy manager and the inspector completed a joint observation together.
- Staff and parents held discussions with the inspector at appropriate times during the inspection.
- The inspector observed the quality of teaching and the interactions of staff with children during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector checked evidence of staff's suitability and qualifications.

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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