

# Bright Horizons Countess of Chester Day Nursery and Preschool



Countess Of Chester Hospital, Countess Of Chester Health Park, Chester, CH2 1UL

<b>Inspection date</b>	16 February 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Leaders and managers have a clear and uncompromising vision for the nursery. They communicate this extremely effectively and involve every member of the team in driving improvement. The well-qualified practitioners are confident and creative. They demonstrate a well-informed determination to achieve high standards.
- Children are extremely eager and happy learners who consistently make swift progress. Children's achievements are accurately assessed. Assessment outcomes are effectively shared with parents and with practitioners in schools. This promotes excellent continuity in children's learning.
- Parents are very satisfied. They highly praise all aspects of the nursery provision. They readily share news, concerns and questions with the nursery team. Parents like the detailed information they receive about children's welfare and development. They feel supported and encouraged to successfully continue children's learning at home.
- Policies and procedures are of a very high standard and are kept under constant review. Practitioners know them well. They implement them rigorously and this helps to promote children's safety.
- Training for practitioners is a particular strength of the nursery. They benefit from the manager's knowledgeable analysis of their strengths and areas for development. As a result, the quality of every practitioner's teaching continuously improves.

## What the setting needs to do to improve further

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

- evaluate the impact that plans to check and enhance the learning environment have on children's experiences and the rate of their progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the regional manager, quality improvement manager, nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Susan King

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Leaders and managers have a deep understanding of how children learn. They know that all activities and daily routines help to promote children's progress and so they scrutinise and question every aspect of practice. Consequently, plans for improvement are purposeful and progress is accurately measured. Professional development is prioritised extremely effectively. For example, senior managers have attended training to help them check and further enhance the quality of the learning environment. They will incorporate the checks into their improvement activities and evaluate the impact on the quality of learning and teaching. Arrangements for safeguarding are effective. The robust systems for safe recruitment are rigorously followed. All employees regularly attend safeguarding training. They demonstrate an excellent knowledge of what to do if they are concerned that a child may be at risk of abuse or neglect.

### Quality of teaching, learning and assessment is outstanding

Practitioners use their expert knowledge of the areas of learning to continually challenge children to take the next steps in their learning. For example, pre-school children become highly involved in an energetic adult-led maths activity outdoors. They learn to recognise and write numbers. They count and put numbers in order. This prepares children extremely well to use numbers confidently to solve problems as part of daily routines. Managers in the nursery know the children well. They check and moderate practitioners' assessments of children's progress to make sure that any concerns about their development are identified quickly. They work in close partnership with parents and specialist professionals and this helps gaps to close quickly.

### Personal development, behaviour and welfare are outstanding

Practitioners are unfailingly positive role models who want to learn more. This helps children to become enthusiastic explorers and successful learners. Practitioners establish and teach consistent and meaningful boundaries for children's behaviour. For example, they sensitively help babies to share sand toys with each other. They calmly demonstrate the meaning of words about sharing and taking turns. As a result, children learn to respect other people and develop high levels of self-control when they play together. Practitioners use resources well because they understand how children learn and know what they need to learn next. For example, they skilfully teach two-year-old children to use pencils and gently prompt them to talk about the marks they make.

### Outcomes for children are outstanding

All children rapidly acquire the knowledge and key skills that prepare them extremely well for starting school. They demonstrate advanced knowledge and understanding for their age. Children can link sounds to written letters. They can write some letters using correct formation and know that print carries meaning. They can recognise and read their name and other familiar words. Children know that eating healthy food helps them to run fast and grow strong. Children listen carefully and follow instructions of increasing complexity. They can put on coats and boots by themselves. Older children confidently use the toilet and carefully wash their hands independently.

## Setting details

<b>Unique reference number</b>	EY491905
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1022834
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01244366700

Bright Horizons Countess of Chester Day Nursery and Preschool was registered in 2015. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, one holds level 4 and one holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

