

Inspection of Bright Horizons Didcot Day Nursery And Pre School

5 Gentian Mews, Harwell, Didcot, Oxfordshire OX11 6GR

Inspection date: 1 November 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children benefit from a curriculum that is carefully considered and well planned, overall. The manager clearly identifies what she wants children to learn as they move through the nursery. This is communicated well to other staff, such as room leaders. This helps ensure a consistent focus on the areas of learning that will benefit children the most. For example, children have regular opportunities to listen to stories every day, throughout the nursery. The impact of this is seen in children's developing love of books and their confidence to discuss characters and illustrations. By the time children leave nursery for school they have gained a strong set of skills in preparation for more formal reading and writing teaching.

Children are safe and happy. They are supervised closely by the kind and caring staff. Children smile and laugh a lot as they play and learn. They show a positive attitude to learning and look forward to favourite activities. For example, children quickly gather together to listen to stories and show excitement about exploring the outdoor garden. Children are polite, confident and well behaved. They cooperate with routines and listen well to what others say. They confidently talk to visitors. For example, children excitedly told the inspector how they were decorating their home for Diwali.

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

- The manager understands the importance of clearly identifying what children need to learn next. She effectively supports staff to plan the curriculum, so that children build steadily and effectively on their existing skills as they move through the nursery. For example, babies learn to use lidded cups, toddlers are taught to feed themselves and older children learn to use knives and forks.
- Children with special educational needs and/or disabilities have their needs met well. Staff work effectively with other professionals to make suitable adaptations to ensure children can access the curriculum and make progress. For example, staff use visual timetables and sign language when necessary. Parents speak very positively about the support they and their children receive and the progress their children are making.
- Overall, staff support children's developing language skills effectively. Children hear a wide vocabulary of familiar and new words, and are gaining the confidence to engage in meaningful conversations. Staff identify children who need extra support with this area of learning and plan accordingly. However, sometimes, staff do not grasp opportunities to join in with these children's play. This means some children do not hear as much good quality language as they could. This impacts on how swiftly some children can catch up with their peers.
- Children are curious and keen to learn. They find what is taught interesting and this helps ensure they remember what they have learned. For example, children

remember that slugs do not have shells whereas snails do and that carrots and parsnips grow underground.

- Children benefit from a range of activities, indoors and outdoors, that support their physical development. For example, very young children really enjoy learning to navigate steps and slides. Older children enjoy using scooters and tricycles. Children of all ages show lots of confidence to move in different ways. They are developing a positive attitude towards following an active lifestyle.
- Children show good levels of independence for their age. For example, young children know how to blow their noses and why they need to put tissues in the bin. They carefully hang up their coats and independently wash their hands before meals.
- Staff are warm and caring to all children. The manager has identified that some children are finding starting nursery a little unsettling, due to their experience during the COVID-19 pandemic. All children have a key person. Staff understand the importance of this role in helping children build attachments and feel safe and secure. However, staff deployment needs mean that opportunities for children, including those new to the setting, to spend time with their key person are not always maximised.
- The manager and deputy work together well to monitor and evaluate staff practice and children's progress. They clearly identify areas for further development. For example, they are currently supporting staff to develop further the curriculum for mathematics. Leaders show a strong commitment to continuing to build further on the existing good quality of the provision and are well placed to do so.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe. All staff attend regular training and have opportunities to discuss safeguarding with senior members of staff. This helps ensure all staff maintain an accurate understanding of the signs a child may be at risk of harm. Staff know what to do if they have any such concerns, to keep children safe. The premises are safe and secure and adult to child ratios are maintained, so that children can be supervised appropriately. The provider follows thorough recruitment procedures that help ensure the suitability of those employed 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:

- support staff to use children's interests to offer the extra interactions some children need to make the best possible progress with their communication and language development

- reflect on how children and key people can spend more time together to build further on children's attachments and feelings of belonging and security.

Setting details

Unique reference number	EY562869
Local authority	Oxfordshire
Inspection number	10190794
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 4
Total number of places	112
Number of children on roll	125
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01235 422853
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons Didcot Day Nursery And Pre School registered in 2018 and is situated in Didcot, Oxfordshire. It is open from 7.30am to 6.30pm, Monday to Friday, for most of the year. The provider employs 37 members of staff to work with the children, of whom 19 hold early years qualifications between level 2 and level 6. The provider is in receipt of funding to provide free early education to children aged three and four years old.

Information about this inspection

Inspectors

Sarah Holley
Amanda Perkin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the provider and has taken that into account in the evaluation of the provider.
- The manager and the inspector completed a learning walk.
- The inspector and the manager carried out a joint observation.
- Parents and children shared their views with the inspector.

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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