

Inspection of Bright Horizons St Mary's Day Nursery and Preschool

18 Marcham Road, ABINGDON, Oxfordshire OX14 1AA

Inspection date: 19 October 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and enter the nursery with confidence. They contentedly leave their parents at the main door, due to the COVID-19 pandemic, and quickly settle in the welcoming environment. Children demonstrate that they feel safe and show that staff are important to them as they include them in their play. Overall, staff know the children well. They meet their needs and they plan and provide an inclusive curriculum that helps all children to achieve.

Children enjoy many activities and become absorbed in play inside and outside. For example, younger children explore and investigate with interest when using rakes and spades in the soil. They engage with staff as they look for insects. Older children show an interest in books. Staff capture their sustained attention and support their language skills well when reading a story about bugs and autumn. Children are excited to dress up as bugs, answer questions, make predictions and use new words.

Children show their curiosity and demonstrate good concentration skills. They develop resilience and have positive attitudes to their play and learning. For example, children gain confidence to explore the environment and the resources independently. They play cooperatively alongside each other and are beginning to form strong friendships from a young age. All children, including those with special educational needs and/or disabilities (SEND), are actively encouraged by staff to access all that is on offer.

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

- All staff provide a wide range of activities that support children's future skills in learning. For instance, staff incorporate singing at every opportunity in the day to help younger children hear a range of words. Staff provide good-quality interactions, ask good questions and engage older children in conversations to help them gain further knowledge.
- Overall, staff have clear outcomes for what they want children to learn. However, on occasion, activities in the pre-school room are overly structured. Staff do not make the best use of meaningful activities. For example, children copy letters of their name, but the activity is not pitched at the right level for the age and stage of the children. However, additional funding is used well to close any gaps in children's learning.
- Staff are well supported by a manager who is committed to the company's ethos and procedures. Staff, including those with SEND responsibility, have good knowledge and understanding of how to work in partnerships with parents and professionals and meet the needs of the children.
- Children behave well. For instance, younger children happily ride together on

triple-seated bicycles in the garden. Older children understand the expectations for behaviour. They share and take turns as they hunt for numbers in a glitter tray. Children receive praise and encouragement from the staff, who reward them for their efforts.

- Staff talk to the children about the benefits of healthy eating. Children are supported to develop their self-help skills at mealtimes. For example, older children develop the skills to pour their own drinks. Overall, lunch is a social time where staff interact well with the children. However, the routine in the room for younger toddlers does not run as smoothly as other rooms to fully accommodate all the children's needs.
- Staff encourage diversity and children's understanding of other cultures well. This supports children to learn to respect and understand the similarities and differences between people.
- Staff comment that they feel valued and supported within the team. They have regular supervision meetings to ensure that they are confident and capable in their roles and responsibilities. Staff receive good support, coaching and training to help them advance their knowledge and skills.
- Partnerships with parents are effective. Parents comment that they are happy with the communication they receive from staff and appreciate the regular informative newsletters. They praise the staff and explain that they are happy with the support their children receive.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of their safeguarding roles and responsibilities. They have a confident knowledge of the signs and indicators that may mean a child is at risk of harm. They understand how to report any concerns they may have about children or adults. Staff attend regular safeguarding training, which includes the 'Prevent' duty, to ensure that their knowledge is current and up to date. The management team has robust vetting, recruitment and employment procedures. This ensures that all staff working with the children are appropriate, safe, and continue to be suitable to be employed at the nursery. The premises are secure, clean and maintained well.

What does the setting need to do to improve?

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

- review the organisation of the lunchtime routine to accommodate children's individual routines, with particular regards to the toddler room
- support staff to plan activities that are meaningful and pitched at the right level for children's understanding.

Setting details

Unique reference number	EY458407
Local authority	Oxfordshire
Inspection number	10207564
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 5
Total number of places	114
Number of children on roll	130
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01235 422052
Date of previous inspection	19 September 2018

Information about this early years setting

Bright Horizons St Mary's Day Nursery and Preschool in Abingdon, Oxfordshire registered in 2013. It is run by Bright Horizons Family Solutions Limited. It is open each weekday from 7am to 6.30pm, all year, with the exception of bank holidays and a week between Christmas and New Year. The nursery receives funding for the provision of free early education for children aged three and four years. It employs 30 staff, of whom 21 hold relevant childcare qualifications at level 2 or above.

Information about this inspection

Inspectors

Tracy Bartholomew
Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager explained the nursery curriculum during a learning walk with the inspectors.
- The manager and the inspectors completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspectors about the activities they took part in.
- The inspectors took account of the information available to parents and the views of those available on the day.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021