

# Bright Horizons at Tabard Square

10-12 Empire Square, Tabard Street, London SE1 4NA



<b>Inspection date</b>	21 August 2018
Previous inspection date	23 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is outstanding

- The leadership and management team is highly motivated and ambitious for children and staff. They implement highly effective systems to monitor and evaluate the quality of provision very well. They demonstrate an exceptional commitment to quality, using feedback gathered from parents, staff and children to decide priorities for further development.
- Staff receive extremely effective support to enhance their teaching practice even further and continue to extend their personal effectiveness. They benefit from the knowledge and skills of a leadership team that maintains very high expectations within a supportive organisation.
- Children show high levels of enjoyment and engage in consistently stimulating activities in the very well-resourced environment. Their emotional well-being is very successfully supported by a caring staff, who meet children's individual needs exceptionally well.
- Parents speak very highly of the service provided. They greatly value the way staff provide tailored and individual care and closely involve them in their children's learning. One parent comments that, 'It feels like home'.
- Staff provide exemplary opportunities for children to develop a very good understanding of how to keep themselves and others safe. Children rapidly learn how to manage risks and challenges.

## What the setting needs to do to improve further

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

- continue to review and analyse the use of children's home languages even further.

### Inspection activities

- The inspector reviewed documents, including children's learning records, documentation relating to staff, information shared with parents and other professionals, and records relating to children's safety and health.
- The inspector jointly observed and discussed a children's activity with the nursery manager.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The inspector sought the views of parents during the inspection visit and spoke with staff at appropriate times.
- The inspector met with members of the senior leadership team.

### Inspector

Kareen Jacobs

## Inspection findings

### Effectiveness of leadership and management is outstanding

The leadership team works very collaboratively and uses highly effective systems to evaluate the quality of service. They demonstrate an extremely high level of commitment to driving improvement and have developed a staff team that contributes successfully to their pursuit of excellence. Leaders use detailed analysis of children's learning to identify and rapidly close potential gaps in learning. For example, a review of strategies to support communication and language has resulted in the successful use of sign language being further extended. Leaders and staff work extremely effectively with other professionals to address children's learning needs, with the very close involvement of parents. This contributes to very well-supported moves to school for children who need extra support with their learning. Safeguarding is effective. The leadership team has a very good understanding of what to do if concerns arise, and staff are confident to respond to concerns about children's welfare.

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

Children demonstrate high levels of enjoyment as they take part in challenging and exciting activities that address their individual learning and development needs exceptionally well. The special educational needs coordinator closely monitors the progress of children who need extra help with learning and provides knowledgeable support to staff. Staff give extremely effective support for children to develop superb communication and language skills. They use a range of highly successful strategies to support children who experience languages other than English at home. Children make exceptional progress from their starting points. Leaders have identified that this could be extended even further. Staff introduce first-hand experiences and use skillful questioning to encourage children to use their critical-thinking skills and understand the wider world. For example, they support children to nurture caterpillars into butterflies and discuss life cycles as children patiently wait for chicks to hatch.

### Personal development, behaviour and welfare are outstanding

Children receive excellent support to develop good social and emotional skills. They form close bonds with key persons, who give highly personalised and sensitive support for children's emotional well-being. Children very quickly settle into the nursery. Key persons successfully implement individual and flexible routines that provide very good continuity for all children. For example, staff support children who are less able to communicate to use non-verbal methods to express how they are feeling. Very young children understand when their friends need extra help. For example, babies recognise when their friends are upset, and stay close to them to offer comfort. Staff use superb strategies to help children understand how to keep themselves safe, such as during activities involving tools and scissors.

### Outcomes for children are outstanding

Pre-school girls use their imaginations as they dress up in high-visibility vests. Younger children demonstrate very good literacy skills as they retell and act out traditional stories. Babies make rapid progress in their physical development. All children are extremely well prepared for their next stages in learning and for their move on to school.

## Setting details

<b>Unique reference number</b>	EY318803
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10065940
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	96
<b>Number of children on roll</b>	61
<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>	23 May 2016
<b>Telephone number</b>	0207 407 2068

Bright Horizons at Tabard Square registered in 2006. It is one of over 300 Bright Horizons nurseries. The nursery employs 27 members of staff in total. Of these, 25 staff work with children and 19 hold early years qualifications at level 3 or above, including one who holds early years professional status. The nursery opens Monday to Friday, all year round, from 7.30am until 6.30pm. It provides funded early education for three- and four-year-old children.

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