

# Bright Horizons Longfield Day Nursery and Preschool



Brickfield Farm, Main Road, Longfield, Dartford, Kent DA3 7PJ

<b>Inspection date</b>	21 March 2019
Previous inspection date	11 August 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff successfully involve parents in their children's learning and listen to their views. For example, parents share what their children are learning at home and the staff implement the same at nursery. This helps to provide a consistent approach in assisting children's learning and development.
- The manager and staff have effective processes to monitor children's progress. They swiftly identify any emerging gaps in development and provide the appropriate support. They work well with other professionals and have targeted plans in place to help ensure children reach their full potential.
- Staff prepare children well for their move to school. For example, they focus on the practical skills they need, such as dressing themselves and carrying a tray. Staff meet with representatives from the new settings to aid continuity of children's development and care.
- Children make good progress and are ready for their next stage of learning. Teaching is strong overall, although at times, some staff offer too much direction during activities or do not recognise when to intervene to extend children's learning.
- Occasionally, older children have limited opportunities to learn how to manage risks or experience physical challenge. In addition, the support for children to consider their personal privacy is not fully effective.
- The managers' processes for overseeing staff practice are not consistently as successful as possible. Generally, they are proactive at seeking areas for ongoing improvement but they do not always identify minor gaps in staff knowledge or practice.

## What the setting needs to do to improve further

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

- increase the support for some staff to recognise when to step in to extend children's learning and when to encourage children to explore their own ideas
- provide more consistent support for children to learn how to manage risks and keep themselves safe
- review and improve the arrangements to monitor staff in order to identify minor inconsistencies in practice as promptly as possible.

### Inspection activities

- The inspectors observed the quality of teaching and the impact this has on children's learning and development.
- One inspector conducted a joint observation of an activity with the manager.
- The inspectors held discussions with leaders and staff at appropriate times throughout the inspection.
- The inspectors viewed a range of documentation, including suitability checks and children's records.
- The inspectors spoke to parents and children.

### Inspectors

Sarah Stephens

Liz Caluori

## Inspection findings

### Effectiveness of leadership and management is good

Leaders and staff receive good support from a senior leadership team. They have a secure understanding of how to keep children safe from harm. Leaders have effective vetting and recruitment processes. For instance, they complete relevant checks, explore any gaps in staff employment and offer a robust induction. Staff know what to do if they are worried about a child or have concerns about another member of staff. Therefore, safeguarding is effective. Leaders evaluate the nursery well. For example, they have recently reviewed and improved their medication processes even further and staff are fully aware. Staff supervise children's play and deploy themselves well across the setting to help meet their individual needs. Staff have regular opportunities to develop their knowledge and skills, such as attending training that is specific to the age group they care for.

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

Staff know the children well and use their accurate assessments to successfully support children's progress. They effectively build children's listening and attention skills. For instance, children thoroughly enjoy singing songs and rhymes. Staff encourage them to jump around, spin and touch their knees, which aids their physical development well. They use a range of questions to help extend older children's learning. Staff successfully build on children's understanding of space, shape and measure. For example, they use a parachute to explore 'up' and 'down' and look at a 'big fish'. Staff effectively encourage children's literacy skills. For instance, they read to them, point at the animal pictures in a book and make the noises to help them make connections in their learning.

### Personal development, behaviour and welfare are good

Children, and particularly babies, form warm and caring relationships with their key person. Staff provide children with extra care and attention, when needed. For example, they recognise children who need extra support when going to sleep and those who prefer to 'self-soothe'. Staff provide toddlers with a calm and relaxed environment, for example by playing comforting music as children rest after lunch. Staff help them learn about appropriate behaviour in ways that are relevant for their age. For instance, they gently remind younger children about their actions and use distraction. Staff encourage children to take turns and share. Staff cater well for children's dietary and allergy needs and provide them with a healthy, balanced diet. This supports their physical health.

### Outcomes for children are good

Children make progress that is appropriate for their age. Younger children build on their early speech, in particular, as they babble and use initial words. Older children are confident and develop strong relationships with their friends. For example, they use humour and engage in role play together. Children climb steps, use a slide and ride bikes and trikes in the garden, which encourages them to be physically active. Children learn to express themselves, such as using a hoop to create different shapes with their body, finding ways to hold it and move through it.

## Setting details

<b>Unique reference number</b>	127245
<b>Local authority</b>	Kent
<b>Inspection number</b>	10100350
<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 - 4
<b>Total number of places</b>	98
<b>Number of children on roll</b>	158
<b>Name of registered person</b>	Asquith Nurseries Limited
<b>Registered person unique reference number</b>	RP900811
<b>Date of previous inspection</b>	11 August 2016
<b>Telephone number</b>	01474 703415

Bright Horizons Longfield Day Nursery and Preschool registered in 2000. It is located in Longfield, Kent and became part of the Bright Horizons group in 2018. The nursery is open each weekday from 7.30am to 6.30pm all year round, with the exception of public holidays. The nursery employs 37 members of staff. Of these, 31 hold appropriate early years qualifications. Two members of staff are qualified to degree level. The provider receives funding to provide free early education for children aged two, three and four years.

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