

Bright Horizons Tooting Looking Glass Day Nursery and Preschool

75 Macmillan Way, London SW17 6AT



Inspection date	15 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team is passionate about the continual development of the nursery. Managers engage specialist teachers to enhance the learning experiences offered. For example, all children enjoy opportunities to develop their physical skills during specialist sports lessons.
- Staff are well supported through a robust performance management system. Areas for development are quickly identified and staff are encouraged to take ownership of their professional development through an extensive range of training opportunities.
- Parents speak highly of the care their children receive. They enjoy regular updates about the progress their children are making and say that they feel involved in the nursery community.
- Teaching and learning are of good quality. Children settle to meaningful play quickly and enjoy a wide variety of resources which they access freely indoors and outdoors.
- Behaviour at the setting is exceptional. Children show great care and consideration for each other. They form warm friendships, listen carefully to staff and demonstrate excellent manners.
- The key-person system works very effectively to prepare children emotionally for the next stage in their learning. Pre-school children are exceptionally well prepared for their move on to the Reception Year.
- At times, children with special educational needs and/or disabilities (SEND) do not receive all the support they need to consistently make the best possible progress.

What the setting needs to do to improve further

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

- implement plans to review the needs of all children with SEND to ensure that they receive strong and consistent support at all times.

Inspection activities

- The inspectors observed the quality of teaching and play, indoors and outdoors, and assessed the impact this had on children's learning.
- The inspectors spoke to management and staff at convenient times during the inspection.
- The inspectors spoke to parents and took account of their views.
- The inspectors completed two joint observations with the managers.
- The inspectors sampled documentation, including children's records, tracking data and records relating to the suitability of staff.

Inspectors

Katie Smith

Julie Newton-Smith

Inspection findings

Effectiveness of leadership and management is good

The management team shares a clear vision for the nursery. Managers seek the views of staff, parents and children and build these into their reflective practice. Action plans are sharply focused and used effectively to drive continual improvement. For example, plans are in place for extensive refurbishment to the outside space. Assessment data is used to monitor progress for individual children and different groups. Gaps in achievement, for example between boys and girls, are identified and interventions are in place to help close these gaps. Strong pastoral and professional support for staff ensures that staff morale is high. Safeguarding is secure. Staff have a robust understanding of how to identify and refer child protection concerns. The relationship with outside agencies is strong. In particular, the setting works with local schools to support families with the transition to Reception Year.

Quality of teaching, learning and assessment is good

Staff demonstrate a good understanding of the learning and development needs of the children. They use assessment information effectively to plan engaging activities which reflect the interests of the children. As a result, children of all ages show enthusiasm to learn as they confidently explore the well-resourced environment. Older children show focus and resilience as they learn to write their name. Staff skilfully scaffold children's learning and offer a range of resources, such as textured letters, to support their growing skills. Ready praise helps to build children's confidence. Younger children shriek with excitement as they paint with a specialist art teacher. They explore colour, number and pattern and count the stamps they make. This supports their mathematical development.

Personal development, behaviour and welfare are outstanding

Children at the setting share exceptional bonds with the staff and thrive under their care. Staff show exemplary knowledge and understanding of how to identify and manage risk and are highly committed to keeping children safe. Children follow this example and learn to keep themselves and others safe, for example by noticing when a friend is not sitting safely on a chair. Children consistently show perseverance and are proud of their achievements. Staff empower children to recognise and manage their emotions. This is reflected in the consistently high levels of positive behaviour seen at the setting. Independence is encouraged, for example through helping to keep shared areas tidy. Mealtimes provide opportunities for children to learn about healthy eating. They develop excellent social skills as they talk and eat together.

Outcomes for children are good

Children attending the nursery have a happy and positive experience. Children make good and sometimes better than good progress from their starting points. Gaps between groups have been identified and are closing. Story and puppet time helps to build the early literacy skills of younger children. Older children share toys, put on their coats independently and line up with their friends ready for outdoor play. Children leave the setting well equipped for the social and emotional demands of the next stage in their learning.

Setting details

Unique reference number	EY542726
Local authority	Wandsworth
Inspection number	10090079
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	0 - 4
Total number of places	170
Number of children on roll	170
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	Not applicable
Telephone number	020 8767 2901

Bright Horizons Tooting Looking Glass Day Nursery and Preschool registered in 2017 and operates from purpose-built premises located in the London Borough of Wandsworth. The nursery is open each weekday from 7.30am to 6.30pm for 52 weeks of the year, excluding bank holidays. The nursery employs 45 staff, of whom 29 hold relevant early years qualifications. Of these, two have early years professional status, one holds a qualification at level 5, 21 hold qualifications at level 3, and five hold qualifications at level 2.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

