

Inspection of Bright Horizons Dulwich Day Nursery and Preschool

80 Dog Kennel Hill, London SE22 8BD

Inspection date: 23 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy and feel safe and secure at the nursery. They develop close bonds with the staff and their friends and this contributes positively to children's well-being. Staff support children's physical and emotional needs effectively. They know children well and plan according to their interests. For example, children who are settling, those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language relish the opportunity to join in water play outside. They confidently identify when things are full and empty as they pour using different containers. This type of activity helps children develop their fine-motor skills. All children make good progress from their starting points. The curriculum is implemented well through high-quality teaching. However, occasionally staff miss opportunities to extend children's learning. Children enjoy moving between the inside and outdoor area. They build their confidence as they work independently and with others of different ages. Children are well behaved. Older children show this as they share play food with babies during imaginative play. This contributes to them developing an understanding of caring for others.

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

- Children arrive at the nursery enthusiastic and eager to explore and learn. They listen intently to each other and respond positively to adults. For instance, they wait patiently and take turns rolling the ball to each other. Children show good coordination and sustain their interest during activities. Staff are good role models and engage with children as they play, helping to develop their skills. Although the manager has introduced systems to help staff extend children's communication and language skills, staff do not always identify opportunities to engage children in conversations which will extend their growing vocabulary even further.
- Children are curious and show great determination during physical activities, as they play with their friends constructing bridges and walkways using tyres, planks and crates. Babies enjoy balancing and rocking as they engage in stories and songs. Staff support children to count how many steps and jumps they make. Children develop their large-motor and early mathematical skills. Children take pride in their achievements and receive lots of praise.
- Staff support children to develop an understanding of how to lead a healthy lifestyle. Older children are skilled using knives as they butter their own crackers during snack time. Babies confidently feed themselves. Children know the importance of handwashing before snacks and meals. This builds on their independence and their self-care skills well. In addition, children have good opportunities to learn about the wider world.
- Staff provide high-quality learning experiences for children. They use their

observations and accurate assessments of children's development to build on what children know and, overall, plan well for what they need to know next. Parents comment that they regularly receive information about their children's development. The manager has created activity bags which children take home to extend their learning.

- Children talk about their trips to the science museum and discuss their interests. Staff support children's prior learning to expand their knowledge and range of experiences. Older children show this when they confidently name the ingredients 'vinegar' and 'baking soda' as they prepare volcano experiments. For the most part, children are well prepared for future learning and for school. However, staff focus less well on providing highly challenging experiences for most-able or older children during play inside and outside to further extend their learning.
- Since the last inspection, the manager has worked hard to raise the quality of the provision. Staff receive regular supervision and training which has improved the quality of their knowledge and teaching. The manager works closely with schools, professionals and local services to ensure children with SEND receive support to close the gaps in their learning. The manager has high expectations for the nursery which are shared with parents and staff. This helps to continually raise the standards of the provision and promote the best possible outcomes for all children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that parents as well as staff receive information to keep their safeguarding knowledge up to date. The manager showed this when she shared an update with parents regarding the importance of internet safety for young children. Staff have a good knowledge of the signs and symptoms of abuse and a broad understanding of wider safeguarding issues. Staff know the procedures to follow if they have a concern about a child in their care. The manager has robust recruitment and induction procedures. She completes rigorous checks to ensure that only those suitable to work with children do so. This helps to keep children safe.

What does the setting need to do to improve?

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

- help staff to build on their interactions with children to further extend children's vocabulary
- develop the opportunities for children to enjoy increased levels of challenge to extend their thinking, particularly the most able and older children.

Setting details

Unique reference number	EY297645
Local authority	Southwark
Inspection number	10098888
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 to 4
Total number of places	33
Number of children on roll	35
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0207 738 4007
Date of previous inspection	8 February 2019

Information about this early years setting

Bright Horizons Dulwich Day Nursery and Preschool registered in 1992. The setting is situated in Dulwich in the London Borough of Southwark. The nursery is open Monday to Friday from 7am to 7pm. There are currently 13 staff employed. One member of staff has qualified teacher status, two are qualified at level 6, one is qualified at level 4, six are qualified at level 3, one qualified at level 2 and two are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- The inspector held discussions with children, staff and parents and took into account their feedback.
- The inspector looked at documentation, including children's assessment records, staff suitability records and nursery policies and procedures.
- The manager completed a learning walk with the inspector across all areas of the nursery. The manager explained how the early years provision and the curriculum are organised.
- A meeting was held with the nursery manager and regional quality improvement officer. Additionally, they discussed the quality improvement plan.
- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector carried out joint observations with the manager.

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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