

Bright Horizons at Trafford

Bright Horizons at Trafford, 463 Stretford Road, MANCHESTER, M16 9AB

Inspection date	21/11/2013
Previous inspection date	23/05/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Partnerships with parents are exceptionally strong and parents are effectively supported to continue learning at home which makes an extremely important contribution to the provision of effective learning experiences for children.
- Children form secure emotional attachments with devoted key persons and this provides an exceptionally strong base for their developing confidence and independence.
- All staff give the highest priority to the safety of children and their growing understanding of how to keep themselves safe and healthy.
- The monitoring of practice is highly successful in the management team's pursuit of excellence, enabling the provision to maintain the highest levels of achievement for children.
- Children thrive and make outstanding progress in their learning and development, through staff's well considered planning of inspiring activities and highly impressive interaction.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all rooms within the nursery.
- The inspector held a meeting with the management team.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the setting with the deputy manager
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning stories.
- The inspector completed a joint observation with the manager.

Inspector

Joanne Ryan

Full report

Information about the setting

Bright Horizons at Trafford nursery was registered in 2007 and is on the Early Years Register. It operates from a single storey, purpose built premises in the Trafford area of Manchester, and is managed by Bright Horizons Solutions Limited. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 25 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 and above, including Early Years Professional Status and Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm throughout the year, with the exception of bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 116 children attending. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- build on the existing system of peer observation, to further enhance the evaluation of staff's performance and constantly improve and build on their already first-rate practice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children consistently demonstrate the characteristics of effective learning by exploring their environment with excellent support from staff. They are consistently engaged in high quality, independent play and learning. For example, children choose where they want to play and what they want to play with, therefore, they are engaged and exploring their own ideas. Staff have an excellent knowledge of how children learn. They use this knowledge to plan challenging activities which are based on children's interests and on their previous observations of children as they play. For example, children thrive while pretending to make soup. They use real ingredients and name the vegetables demonstrating their growing vocabulary. Staff extend children's thinking by encouraging them to test out their ideas. For example, children question why some aubergines can be easily chopped up and others cannot. Staff support the children to find out by encouraging them to try and cut the aubergines themselves and discuss the difference between the real vegetables and plastic ones. Children are developing their senses as they discuss how the vegetables smell and what they feel like.

All children thrive in the exceptionally stimulating nursery where they make excellent progress in their learning and development because teaching and learning within the nursery is outstanding. Staff read children a favourite story and children are engrossed as they bring the story to life by experimenting with props and textures. For example, children play with polar bears in snow and start to recognise that print carries meaning. Staff support children's physical development in all areas. Children enjoy daily physical play in the outside area where they ride bikes and negotiate speed and height as they run around and over the hill. Children have continuous access outdoors, therefore, they learn in the way that suits them best. Staff provide children with many opportunities to learn about the world around them, they investigate and explore the mud kitchen.

Parents contribute to children's learning and development. The nursery and parents have worked together to develop story boxes and bags in order to extend children's communication and language skills and create a real interest in books. Staff give very detailed feedback to parents and carers verbally at the end of each day and regularly share progress at parents' evening. Staff gather a range of information from parents upon entry to enable them to plan for children's learning from their current starting points. Staff know the children extremely well and constantly observe them in their play in order to support children to make excellent progress. Staff plan clear learning objectives for each child and display these on a board that all staff and parents can view, in order to create a collaborative approach for each child to reach their full potential. Therefore, all children are exceptionally well prepared for the next stage in their learning. Staff complete detailed and precise assessments on all children so that any gaps in children's learning are narrowing rapidly. Staff work effectively with parents and children who speak English as an additional language. They are supported exceptionally well because signs are displayed in a range of languages so all parents can be fully involved in the setting. Children with special educational needs and/or disabilities, and those who speak English as an additional language, are very well supported at the nursery. Staff pay particular attention to each child's individual needs to ensure that any gaps in their learning are quickly identified. Early intervention is sought and children are extremely well supported to strive to reach their individual learning goals.

The contribution of the early years provision to the well-being of children

Staff have a natural calm and nurturing manner. They get down to children's level and join in activities and because staff are happy and motivated in their roles, this comes across well and helps children to feel confident in their choices, at ease and motivated. Babies thrive on the individual attention they receive and enjoy cuddles and comfort in familiar and attractive surroundings. Attentive staff place a very strong emphasis on the importance of attachments and build excellent relationships with children from their very first visit. They gather a wide range of information from parents about children's care and learning and development needs, to enable them to transition smoothly into the setting. Staff support older children as they move into different rooms and onto school. They work together effectively to provide continuity of care for children as they move between different areas and onto school. This means that children quickly develop confidence to explore their new environment.

Staff praise children and they beam with delight at their achievement. This increases their already strong sense of security and enhances their confidence and self-esteem. Children's behaviour is exemplary as they have a very good understanding of what is expected of them and are given many opportunities to express their feelings and emotions. They behave well because the nursery has established rules based on kindness, safety and respect and this is known by children. They have a superb understanding about fairness as they show that they must wait their turn and share resources, such as the popular see-saw outdoors. Children are highly motivated to learn and they confidently choose resources to play with and learn from. This is because all staff are extremely enthusiastic in their approach and give children opportunities to explore, using an excellent range of resources. For example, young babies explore a range of natural textures, developing their skills in investigation and exploration. Older children develop superb self-care skills as they independently address their own care and personal hygiene needs. For example, they understand how to use the toilet independently and when to wash and dry their hands. Children learn about keeping themselves safe through clear instructions and activities. For example, they help to tidy up when they hear the sound of the shaker and take pride in their environment. Staff and children undertake regular emergency fire evacuation practices to support children's understanding of the procedure to follow in the event of an emergency. Children have an excellent understanding of safety which is developed by 'Candy Floss the safety hero zebra'. He stimulates children's interest in safety and they take responsibility for creating a safe environment.

Babies and children enjoy freshly prepared, well-balanced and nutritious meals and snacks and relish the independence of learning to feed themselves. Staff are careful to ensure that children with allergies or dietary preferences receive appropriate and safe food by carefully planning their meals and following strict procedures. Children serve their own food and choose what they like to eat. They are taught the benefits of eating healthily and they eat the appetising food with enthusiasm and enjoyment. Children and parents have free access to fresh fruit and drinking water in the reception area so the promotion of good health can continue when children are leaving the nursery. Staff ensure that children have plenty of opportunities to exercise in the fresh air. The garden area is used in all weathers, all of which provides children with a healthy lifestyle.

The effectiveness of the leadership and management of the early years provision

Extremely robust procedures, risk assessments and vigilance protect children. The safeguarding of children is given high priority through effective systems. All staff have a superb understanding of child protection because they engage in regular training to widen their knowledge. In addition, this means that all staff can identify the signs and symptoms that might cause them concern about children's well-being and the appropriate action they must take. Mobile telephones are not permitted in the base rooms and staff use photography securely with permission from parents. A rigorous whistle blowing procedure exists where staff can raise concerns anonymously if they wish because the setting has an independent number where all staff can report any concerns.

Meticulous monitoring of children's progress by both key person and management ensures that they are exceptionally vigilant regarding the progress each child makes and can quickly identify where extra support may be needed. Using the monitoring tool ensures wholeheartedly that the gaps in children's learning are closing and each child is making optimum progress in their learning and development. Staff excel in the support they offer individual children as key persons have a very thorough knowledge of their child's individual stages of development. Staff are highly qualified and exceed the qualification level, therefore, have an excellent knowledge of child development.

Training is given high levels of consideration and the nursery manager provides staff with closely targeted development opportunities. High levels of supervision are sustained throughout nursery practice. Staff work together very effectively as a team to provide each other with peer-on-peer observations, which enables them to fully reflect on their standards of teaching and care. However, there is scope to develop this even further to promote greater opportunities for reflection. All staff strive towards excellence in their professional development. The manager has offered a range of internal training such as 'building effective attachments' and 'behaviour management' to ensure all staff continue to develop their practice. There is a strong self-evaluation process to which parents, staff and children actively contribute. Clear and concise focused improvement plans ensure that self-reflection and the continued development of the nursery remains a priority. The clear and precise development plans ensure outcomes for children are continuously improving. Staff recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications and follow a thorough induction programme named 'world class welcome' which leads them through their first three months of employment. All staff are subject to the appropriate background checks which ensure that all adults working with the children are suitable to do so. Partnerships with parents are exceptionally strong and parents feel very included and welcome in the setting. Parents know they can come into the nursery at any time and discuss their children's progress and talk to staff about their children's development. Parents are actively involved in the life of the setting as they attend for mother's and father's day breakfasts where children design menus for their parents and phone the kitchen to place the order. Following the breakfast, parents stay and become involved in their child's play. Close links with other professionals enable children to get the right services they need, especially those who have a special educational needs and/or disabilities.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY361168
Local authority	Trafford
Inspection number	939605
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	116
Name of provider	Bright Horizons Family Solutions Ltd
Date of previous inspection	23/05/2013
Telephone number	0161 848 5880

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
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