

Bright Horizons Bramingham Day Nursery and Preschool



79 Lucas Gardens, Bramingham Park, Luton, Bedfordshire, LU3 4BG

Inspection date 7 December 2016
Previous inspection date 22 April 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the 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

- Children's personal, social and emotional development are promoted well. Staff effectively praise and encourage children, promoting their self-confidence.
- Staff have strong partnerships with parents. They work together collaboratively to ensure that children's care and learning needs are consistently promoted. Parents speak highly of staff and they have good relationships with their children's key person.
- Children have good opportunities for outdoor experiences. Staff take young babies for regular walks in the local community while older children explore the many interesting activities available to them in the stimulating garden.
- The manager and her staff team evaluate their work. They include the views of parents and children and make positive changes, where relevant, to improve.

It is not yet outstanding because:

- The organisation and content of supervision meetings to enhance staff's professional development are not consistent in focusing sharply enough on raising practice to the highest level.
- Older children's concentration is sometimes interrupted when staff do not have all resources necessary for their adult-led activities.

What the setting needs to do to improve further

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

- refine the organisation and content of supervision meetings to promote staff's professional development so that it increases the potential to deliver the highest-quality provision
- improve the preparation of adult-led activities, minimising the risk of children's learning being interrupted.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The lead inspector carried out two joint observations with the nursery manager.
- The inspectors held a meeting with the nursery manager and two staff from the nursery's head office. They reviewed evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a small number of parents during the inspection and took account of their views. They also spoke with staff and children at appropriate times throughout the inspection.
- The inspectors looked at a range of documentation including the nursery's safeguarding procedures, complaints, attendance records and children's observation and assessment records.
- The inspectors reviewed the provider's self-evaluation record and discussed other methods of reflective practice.

Inspector

Jo Rowley and Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear knowledge and understanding of the procedures to follow if they have concerns about children in their care. They demonstrate a good knowledge of the signs and symptoms of abuse. Staff are aware of the professionals to contact if they have child protection concerns, including the nursery's own designated safeguarding staff. In addition to this, staff have completed specialist medical training to make sure they understand how to support vulnerable children. The management team has a robust and effective recruitment and induction system that is very well supported by a team of staff at the nursery's head office. Staff have annual appraisals that support them to look at their individual performances. They have opportunities to share good practice with other staff at regular team and room meetings. Staff have effective partnerships with other settings and professionals. They work together consistently to share information that supports children and their families.

Quality of teaching, learning and assessment is good

Older children's speech and language are promoted well through regularly planned and spontaneous opportunities for them to speak and be listened to. Young babies are equally well supported in their early language development. Staff consistently talk, sing and model language that encourages their communication, appropriate for their stage of development. Well-qualified staff plan effectively for individual children. They complete a range of daily observations to identify where children's interests are and link these interests to their next steps in learning. Children learn through scientific activities. For example, they explore ice and heat as they discover how water freezes and ice melts. Children engage well in this activity and are supported by staff who ask probing questions that encourage them to think further.

Personal development, behaviour and welfare are good

Children's health is promoted well. Staff support children to learn about the importance of handwashing through good routines. Children's dietary and complex medical needs are very well managed by staff. Children's personal, social and emotional development are promoted well. Staff use all opportunities to praise children's efforts, raising their self-confidence. Staff encourage children from an early age to make independent choices. Children are very well supported to form close bonds that enable them to feel safe and secure. The well-established staff team promotes an effective key-person system that ensures children are emotionally prepared for the next stages in their learning.

Outcomes for children are good

All children, including those who have special educational needs and disabilities and children who speak English as an additional language, are making good progress in their learning. All children are acquiring the key skills they need for future learning. Babies develop curiosity and positive attitudes towards their learning. Older children use chalks and paintbrushes on the walls outside, helping them to develop their early writing skills. This helps to prepare them well for their next stage of learning.

Setting details

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| Unique reference number | EY291389 |
| Local authority | Luton |
| Inspection number | 1064614 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 11 |
| Total number of places | 134 |
| Number of children on roll | 200 |
| Name of registered person | Kidsunlimited Limited |
| Registered person unique reference number | RP900864 |
| Date of previous inspection | 22 April 2013 |
| Telephone number | 01582 495775 |

Bright Horizons Bramingham Day Nursery and Preschool was registered in 2004. The setting employs 28 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2 or above. The setting is open each weekday from 7.30am until 6.30pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children who have special educational needs and disabilities and children who speak English as an additional language.

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