

Inspection of Bright Horizons Buckhurst Hill Day Nursery and Preschool

82 Palmerston Road, Buckhurst Hill, Essex IG9 5LG

Inspection date: 7 April 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children make good progress in this warm and inviting nursery. Staff consider children's interests, which are central to the planning and delivery of an ambitious and sequenced curriculum. Children display high levels of confidence as they explore an inspiring environment. Babies enjoy sensory play with ice and natural resources, and older children express themselves through music and movement sessions as they wear masks and pretend to be zoo animals.

Staff are knowledgeable about how children learn and understand the skills they need to develop to support successful transitions to school. Children build strength in their fingers in preparation for early writing. They mould dough and use tongs to pick out litter from a beach-themed tray, while learning about recycling and how to look after the ocean. Staff used skilled interactions to stretch and challenge children's learning, promoting their thinking and problem-solving.

Staff have high expectations for children's behaviour and consistently act as positive role models, promoting turn-taking and sharing. Staff provide regular opportunities for children to express their views and make choices, such as voting for their preferred songs during group time. This helps children feel heard and respected and promotes early decision-making skills.

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

- Children's communication and language development is supported effectively across all age groups. Makaton signing is used to aid communication, and staff model language through singing, using single words with babies, and storytelling. Visual supports, including 'now-and-next' boards and visual cues, help children to understand the routines.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff demonstrate an excellent understanding of individual children's needs and work closely with a wide range of external professionals to provide bespoke support tailored to each child. Strategies, such as the use of choice boards, are embedded into daily practice, enabling children to make independent choices and communicate effectively. This approach ensures that children with SEND make good progress.
- Transitions are thoughtfully planned with robust settling-in sessions. Staff gather key information about children when they first start to ensure continuity of care. As children move between rooms, transitions are carefully managed to help children develop strong, secure attachments with their new key person. At times, some transitions during routines in the day are not as well organised, which means children are less focused in their learning at these times.
- Mealtimes across the nursery are calm and supportive, encouraging children's

self-help skills and social interaction. Staff support children's developing independence as they encourage them to serve their own food, while having meaningful conversations about healthy eating. Children engage in meaningful conversations about the food they are eating and demonstrate curiosity as they learn that tomatoes are classified as a fruit because they contain seeds.

- Parents speak highly of the care and education their children receive, highlighting strong relationships with staff and noticeable progress with their children. Families are kept well informed about their children's progress and have opportunities to be involved in their children's learning through accessing a range of workshops, such as managing behaviour, and attending stay-and-play sessions.
- Children's backgrounds are celebrated and valued. A family board in the corridor and culturally relevant resources throughout the nursery ensure that children learn about a wide range of cultures and promote a sense of identity and belonging. Children who speak English as an additional language are well supported. Key words are gathered from families, and dual language books are readily available through the lending library, helping children to build on their communication and understanding.
- The leadership team is highly reflective and works collaboratively with the staff team to ensure that they deliver high-quality care to children. Staff's well-being is prioritised through company initiatives, with recognition and rewards used to celebrate achievements. Staff feel valued and well supported. Ongoing supervision and support for staff are embedded in practice and help to monitor performance and set professional goals. Staff have access to a broad range of training opportunities to ensure that they are continually building on their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 organise routine transitions more effectively so that children's learning is consistently promoted.

Setting details

Unique reference number	2713509
Local authority	Essex
Inspection number	10380536
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	90
Number of children on roll	90
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0203 9066577
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons Buckhurst Hill Day Nursery and Preschool registered in 2022. The nursery employs 26 members of childcare staff. Of whom, 18 hold appropriate early years qualifications at level 2 or above, including one who holds qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for eligible children.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity in the pre-school room with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the nursery and a selection of other records.

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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