

Inspection of Bright Horizons Poppetts Day Nursery and Preschool

Long Ridings Avenue, Hutton, Essex CM13 1DU

Inspection date: 23 April 2025

Overall effectiveness	Good
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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 are motivated learners who are eager to arrive and explore the wealth of exciting learning opportunities in the nursery and pre-school. Enthusiastic leaders and staff greet children and parents warmly, embracing this as an opportunity to engage with families. They discuss the many upcoming events in the setting and share information about children's routines at home.

Children across all rooms form close relationships with their attentive key staff. Babies demonstrate particularly close and affectionate attachments to nurturing staff. They delight at sharing jokes and cuddles and are soothed by their presence when tired or in need of support. These warm interactions support children to feel secure and settle well in their learning environment.

Leaders and staff make good use of the setting's mascot, 'Candyfloss', when supporting children's understanding of appropriate behaviour and how this will keep them and their friends safe. In the toddler room, 'Candyfloss' is on hand to remind children not to throw sand and to use their 'walking feet' indoors. Staff in the pre-school room encourage children to cooperate and take turns in group activities throughout the day. When children struggle with these behaviours, skilled staff are on hand to provide support. They understand how children's behaviours can reflect their emotions and take time to explore these feelings with children.

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

- Since the previous inspection, leaders and staff have worked diligently to develop a robust curriculum that is well implemented by staff across all areas of the setting. Babies form close attachments with staff, whose nurturing approach allows them to feel safe and secure in their environment. Older children are encouraged to be independent, completing tasks that prepare them well for their next stage of learning.
- Partnerships with parents are strong and respectful. Leaders regularly invite families into the setting to engage in children's learning. Staff use this as an opportunity to discuss children's progress and provide ideas for parents on how to further support children's learning at home. Parents appreciate how staff in each room celebrate their families' unique cultures and customs. They acknowledge how this welcoming environment supports children to settle well and families to feel part of a supportive community.
- A highly effective key-person system is in place across all areas of the setting. Staff across all rooms demonstrate a deep understanding of children, their individual circumstances and their different learning needs. They confidently discuss how they plan activities and learning opportunities based on children's interests and their precise learning needs. For example, staff in the baby room

embrace children's love of exploration by hiding objects in boxes. They support babies' emerging language and physical skills by encouraging them to join in action songs based on these objects.

- Mealtimes are sociable occasions that staff adapt well to support the precise needs of children. In the toddler room, attentive staff encourage children to use cutlery safely, serve their own food and clear away afterwards. Pre-school children have perfected these skills. Staff in this area eat their meals alongside children and encourage them to join in conversations and develop appropriate table manners. However, on occasion, some daily routines, such as snack times and handwashing, are not organised sufficiently to provide children with rich learning opportunities throughout.
- Children in all rooms develop a deep appreciation of nature and the impact their actions can have on the environment. They explain the purpose of collecting their food waste and how the compost will feed the plants they grow. Children have continuous access to exciting outdoor play opportunities that enhance their knowledge and understanding of the world. For example, pre-school children explore the structures of plants and the purpose of their different features while maintaining their extensive garden area. They discuss the different species of birds that live in their nesting boxes and monitor their growth.
- Morale is high amongst the team, and staff talk enthusiastically about the additional training they undertake to enhance their skills and knowledge. Staff value the roles of responsibility they are given and comment on how they feel proud of their professional progress and that of the nursery and pre-school.

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:

- consider the organisation of daily routines to ensure they consistently provide children with rich learning opportunities that enhance their skills and knowledge.

Setting details

Unique reference number	EY275826
Local authority	Essex
Inspection number	10357524
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 at time of inspection	0 to 11
Total number of places	108
Number of children on roll	141
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01277 289123
Date of previous inspection	25 June 2024

Information about this early years setting

Bright Horizons Poppetts Day Nursery and Preschool registered in 2004. The nursery employs 27 members of childcare staff, of whom 18 hold an appropriate early years qualification at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am to 6pm. The provider also offers out-of-school care. The nursery offers the government funded places for all eligible children.

Information about this inspection

Inspector
Antonia Campbell

Inspection activities

- The inspector considered the views of parents by speaking to several during the inspection and reviewing feedback letters.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and leaders completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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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