

Inspection of Bright Horizons Poppetts Day Nursery and Preschool

Long Ridings Avenue, Hutton, Essex CM13 1DU

Inspection date:

25 June 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settle well when they arrive. Staff are caring towards the children and treat them respectfully. This helps the children develop relationships with staff. Generally, staff implement positive behaviour strategies. As result, children have formed friendships and are kind to each other. They play together harmoniously, chat with each other as they play in the mud kitchen and engage in craft activities together. Children display high levels of confidence and are keen to interact with visitors. This demonstrates that they feel safe and secure in the setting.

Leaders have designed a curriculum based on children's interests and what they need to learn next. However, weaknesses in the key-person system means some children's learning is not effectively planned for. In addition, there are inconsistencies in the quality of teaching across the setting. Not all children benefit from interactions that offer appropriate support and challenge to extend their learning and move them to the next level of their development. This limits the opportunities that some children have to make good progress in their learning.

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

- The leadership team at the setting has recently changed. The new team are reflective and are aware that improvements are necessary to raise the quality of education to a good level for all children. Leaders strive to deliver high-quality care and education. They have considered how to achieve this and have started implementing their ideas. They have put a programme of training, support, and mentoring in place to develop staff practice. However, the improvements are not fully embedded.
- The manager recognises the importance of having an effective key-person system. However, this is not consistently implemented throughout the setting. Some staff working directly with the children do not have a good enough knowledge of children's needs and development levels. This means they lack sufficient information to plan for children's learning and development effectively. Therefore, for some children, learning is incidental rather than purposefully planned to build on their skills and knowledge over time.
- On occasions, staff interactions during play help children to make progress. For example, when staff work with young children, they name colours as they mark make and show them how to use instruments. Staff working with older children provide information and use explanations to develop their understanding of different concepts, such as colour mixing and floating and sinking. However, this teaching is not consistent from all staff. Therefore, not all children benefit from rich and meaningful interactions. As a result, some children are not making the best possible progress.

- Children are supported in learning to be independent. For example, all children can self-select resources they would like to use throughout the day. Young children are encouraged to use cutlery at mealtimes. Older children pour their own drinks and self-serve their food. Older children use the taps to fill their buckets in the mud kitchen. This helps children learn important skills for the future.
- Children have access to fresh air as they move freely between the indoor environment and the garden. They have plenty of opportunities to build and develop their gross motor skills as they climb on the climbing frames and pedal the trikes. Hand-eye coordination is supported when children pour and scoop water into funnels and containers. Children take part in forest-school sessions where they learn about the world around them. For example, they gain an understanding of pollination and are given the opportunity to plant wildflower seeds.
- Parent partnerships require improvement. The setting has processes in place to communicate with the parents, for example, through an app and verbally at handovers. However, parent feedback indicates that these processes are not meeting their needs. For instance, they do not feel adequately informed about changes to their children's key person or development. The manager acknowledges this and has plans to address the weakness. However, this is not yet having a positive impact.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure an effective key-person system is in place that allows staff to plan appropriately for children's development	23/07/2024
improve the quality of staff interactions to ensure that teaching is responsive to the individual learning needs of all children to help them make good progress	23/07/2024

improve partnerships with parents so they are well informed about their children's time at the setting.	23/07/2024
---	------------

Setting details

Unique reference number	EY275826
Local authority	Essex
Inspection number	10352261
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	168
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01277 289123
Date of previous inspection	21 November 2019

Information about this early years setting

Bright Horizons Poppetts Day Nursery and Preschool registered in 2004. The nursery employs 26 members of childcare staff. Of these, 20 members of staff 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 setting provides funded early education for two-, three- and four-year-old children. The provider also offers out-of-school care.

Information about this inspection

Inspectors

Lyndsey Barwick
Marisa White

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children communicated with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of group activities with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024