

Bright Horizons Cambridge Science Park Day Nursery and Preschool



319 Cambridge Science Park, Milton Road, Cambridge, Cambridgeshire, CB4 0WG

Inspection date	2 May 2017
Previous inspection date	11 June 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- Not all staff are fully aware of the nursery's child protection procedures. They are not secure in their knowledge of how to respond to the signs of possible concern to a child's welfare. This is also a breach of the Childcare Register requirements.
- The key-person system is not implemented effectively to ensure that each child's care and learning needs are tailored to meet their individual needs.
- Staff-to-child ratio requirements are not consistently maintained. This does not ensure children's safety to meet their needs. Some staff are not confident with the baby room evacuation procedure. This poses a risk to children's safety.
- Staff do not consistently promote children's good health. They do not maintain high levels of hygiene to prevent the spread of infection and germs. Staff do not ensure that all babies have daily access to fresh air and exercise.
- Staff do not use self-evaluation effectively to identify weaknesses. The quality of teaching is variable. Children are not consistently supported to make good progress.

It has the following strengths

- Partnerships with parents are suitable. For example, staff encourage parents to share what they know about their child when they first start at the nursery.

What the setting needs to do to improve further

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

	Due Date
■ ensure that all staff understand and implement the safeguarding policy and procedures effectively	23/05/2017
■ ensure that the key-person system is effective in meeting each child's learning and care needs at all times	13/06/2017
■ organise staff deployment so that ratio requirements are met at all times to ensure children's safety	23/05/2017
■ ensure all staff understand the evacuation procedure so that children are protected in the event of an emergency	13/06/2017
■ ensure staff take necessary steps to prevent the spread of infection and that children's good health is consistently promoted	13/06/2017
■ improve the consistency of teaching to ensure that all children are provided with purposeful and challenging learning experiences.	13/06/2017

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

- ensure that all babies have daily opportunities to access the natural environment
- make better use of self-evaluation to prioritise areas for development, implement changes more effectively and to improve the quality of teaching and outcomes for children.

Inspection activities

- We carried out this inspection as a result of the risk assessment process following information we received about this provider.
- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection. They completed joint observations with the nursery manager.
- The inspectors held a meeting with the management team. They looked at relevant documentation and 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.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are ineffective. Some staff's safeguarding knowledge is not secure. Despite a detailed induction pack, not all staff are fully aware of the setting's safeguarding policies and procedures. Furthermore, staff in the baby room are not adequately trained on the emergency evacuation procedure. This has a significant impact on children's safety and well-being. The management team uses appropriate recruitment procedures to ensure that staff are suitable for their role. Policies and procedures are updated regularly to keep these in line with current legislation and guidelines. Management regularly monitors the nursery and seeks the views of parents. There are some suitable systems for staff performance management and regular team meetings. However, self-evaluation is not used effectively to identify and rectify weaknesses in practice. Staff supervision is not robust enough to recognise that the quality of teaching is inconsistent across the nursery. Management uses effective methods to monitor the progress of different groups of children. Any gaps in children's learning and development are identified and acted upon. Staff work with parents and other professionals to support children who have special educational needs and/or disabilities. They use consistent approaches to help to support children's individual development.

Quality of teaching, learning and assessment requires improvement

Staff have a generally secure understanding of how children learn and adequately assess their progress, sharing this information with parents. However, due to recent high numbers of new staff, information from assessment is not used effectively to plan suitable activities to meet children's individual needs. Staff do not consistently support children to ensure that activities sustain their interest and attention. This results in some lapses in children's behaviour and, consequently, they do not make the best possible progress in their learning. At other times, staff's interaction with children is of good quality. For example, they get down to the children's level and join in with their play experiences, such as when they support children to use mathematical language and number names as they pile up blocks. Babies play alongside each other. For example, they enjoy exploring water and sand.

Personal development, behaviour and welfare are inadequate

Children's safety and welfare are compromised due to the weaknesses in safeguarding. Furthermore, on the day of the inspection, the inspectors observed that staff deployment was not effective first thing in the morning, due to staff shift patterns. Also, when some of the babies were being taken out for a walk, staff did not maintain ratios. However, this was quickly rectified by senior management. The key-person system is not implemented effectively to support children's well-being. Each child is allocated a key person. However, due to staff changes, some staff working in the rooms do not gain a good knowledge of all the children they are caring for to meet their care and learning needs effectively. This means, on occasions, some children's behaviour deteriorates, although staff generally manage unwanted behaviour well. Children's good health is not promoted adequately. Staff do not maintain high levels of hygiene, such as when cleaning up bodily fluids and after wiping children's noses or applying sun cream. Furthermore, staff do not take all

necessary steps to minimise the risk of spreading infection. For example, the arrangements for children in the pre-school to access their drinks are ineffective. They have to search for their bottle among others, touching the mouthpieces of the different bottles to reach their own. Furthermore, staff do not ensure that all babies have daily opportunities for fresh air and exercise to support their growing understanding of good health and develop their physical skills.

Outcomes for children require improvement

The progress that children make is not good enough due to variations in the quality of teaching. For some children, staff's teaching does not provide a stimulating and challenging learning environment to meet their learning needs consistently. Nevertheless, children happily get involved in activities and like to explore different materials, such as flour and water when making dough. Children acquire some basic skills to prepare them for the next stage in their learning and their eventual move on to school. For example, they enjoy looking at books with staff and listen to and follow instructions. Children have opportunities to develop their independence, such as at mealtimes.

Setting details

Unique reference number	221633
Local authority	Cambridgeshire
Inspection number	1097046
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 - 4
Total number of places	148
Number of children on roll	170
Name of registered person	Kidsunlimited Limited
Registered person unique reference number	RP900864
Date of previous inspection	11 June 2014
Telephone number	01223 424418

Bright Horizons Cambridge Science Park Day Nursery and Preschool registered in 2000. The nursery employs 46 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm.

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.

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