

# Inspection of Bright Horizons Teddington Nursery And Preschool

1 Palgrave Court, 4 Southcott Road, Teddington TW11 0BU

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Inspection date: 20 April 2022

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

## **What is it like to attend this early years setting?**

### **The provision is good**

On arrival, children receive a warm welcome from staff, who are ready to offer them physical contact and reassurance. This helps children, including those who have recently joined the nursery, to separate from their parents confidently. Children enjoy lots of cuddles and soothing words, which are effective in supporting their emotional well-being. Children play in a safe environment, inside and outside. The wide range of high-quality toys and resources help keep children happy and motivated to play throughout the day.

Children's behaviour is good. They learn about the boundaries and the high expectations for their learning and behaviour. For example, children receive gentle reminders to listen, share and take turns. Children are developing a positive attitude to music and dance. They enjoy playing musical instruments, such as percussion sticks and drums. Children delight in singing and moving their bodies along to various nursery songs and rhymes.

Children of all ages have plenty of opportunities for fresh air and exercise. They enjoy playing outside, testing and improving their physical skills. For example, older children have lots of fun digging for worms and minibeasts, while others learn how to use ride-on toys, which supports their muscular strength and dexterity.

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

- The manager who is highly respected by staff, children and parents, is very passionate about her role. She continues to evaluate the quality of the provision because she wants children to have the best possible outcomes. For example, the recent changes in the baby room have further enhanced children's curiosity and exploratory skills.
- Staff establish strong partnerships with parents, which benefit children very well. For instance, they encourage parents to support and share information about their children's learning to establish a consistent approach. Parents speak highly of the manager and value the way staff teach, care and look after their children.
- Staff observe and monitor children's learning well. This helps children, including those with special educational needs and/or disabilities to make good progress. However, the current arrangements for sharing information between staff are not rigorous enough. This does not fully promote continuity in children's care and learning.
- Children have access to a broad and balanced curriculum. For example, activities such as play dough and water exploration promote children's creativity and mathematical development. The manager acknowledges that there is a need to plan group activities more effectively to sustain children's focus and engagement. This will ensure that all children benefit fully from all the learning

experiences.

- Staff are positive role models for the children. They give children clear messages of how to behave well. Children play cooperatively with each other.
- Staff use their good skills to develop and build on children's vocabulary. For instance, they model new words, read books to children and comment on their play. Children, including those who speak English as an additional language, acquire good communication and language skills.
- Staff encourage children to practise good hygiene routines. For example, they ask children to wash their hands before handling food to keep themselves healthy. Children learn to feed themselves and pour their own drinks at mealtimes, supporting their growing independence skills.
- Staff actively promote equality and diversity in their practice. They organise various cultural and religious events, such as Mother's Day, Diwali and Chinese New Year. Children hear other languages, such as Spanish and Portuguese, which increase their understanding of similarities and differences between people.
- Staff comment that they receive good levels of support and guidance from the management team. They have access to regular training to develop their knowledge and skills about early years practice. For example, following training, staff have increased their awareness of how to cater for children's dietary requirements, including allergies. This has had a positive impact on children's development and welfare.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager follows rigorous vetting checks and recruitment procedures to help ensure that staff are suitable for their roles. She offers staff safeguarding training to keep their knowledge of how to identify and report any concerns up to date. Staff are aware of the signs that might indicate that a child or a family member is at risk of being drawn into extremist views. They are confident in protecting children and view this as a collective responsibility. Staff deployment is effective. Staff are vigilant in supervising children, including while they eat, to promote their safety and well-being.

## **What does the setting need to do to improve?**

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

- build on the current arrangements for sharing information about children's learning between staff to ensure continuity in children's care and learning
- review the organisation of group activities to ensure children remain fully focused and engaged.

## Setting details

<b>Unique reference number</b>	EY552802
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10190186
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	86
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3780 3040
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Horizons Teddington Nursery And Preschool registered in 2018. The nursery employs 24 members of childcare staff. Of these, one staff member holds qualified teacher status and 13 hold appropriate early years qualifications at level 2 and level 3. The nursery is open from 7.30am to 6pm, Monday to Friday all year round, except for bank holidays. The nursery provides funded early education for children aged two, three and four.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and a member of the senior management team joined the inspector on a learning walk around the nursery. They explained to the inspector how staff plan and implement the curriculum.
- The inspector carried out two joint observations with the manager. Together, they evaluated the impact of the activities on children's learning.
- Parents spoke with the inspector and left written feedback to share their views on the quality of the provision.
- The inspector observed children's play, indoors and outdoors, and spoke to staff about children's learning. She also interacted with the children at appropriate times during the inspection.

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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