

Inspection of Bright Horizons Godalming Day Nursery and Preschool

106-108 High Street, Godalming, Surrey GU7 1AQ

Inspection date: 17 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy to arrive at this welcoming nursery and settle quickly at activities of their choosing. They demonstrate that they feel safe and secure at the nursery. Although parents are unable to enter the nursery at present, due to the COVID-19 restrictions, staff warmly greet the children at the door. An effective balance of adult-led activities and child-initiated play sees young children offered lots of opportunities for sensory exploration to support all areas of their development. For example, they explore 'gloop' with a range of tools and 'put out the fire' by spraying water onto the paint, watching as it washes away.

Children, including those with special educational needs and/or disabilities (SEND) make good progress in their learning. They enjoy a range of experiences that support their physical skills. They ride bikes, negotiate obstacle courses and practise their early writing skills on vertical surfaces with a range of media, such as chalk and water. Children are curious learners. They enjoy exploring the flower beds, looking for bugs and insects with magnifying glasses. They animatedly chat with staff about the differences between worms and spiders. This helps develop children's awareness of the natural world around them.

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

- The nursery has significantly improved since the last inspection. Additional training and support for staff, including managers, have led to a more in-depth understanding of safeguarding.
- The manager provides effective leadership for his team. Since the last inspection, he has made good use of support and training from the local authority to ensure that requirements are being met. The manager conducts regular supervision and provides feedback to staff. As a result, the quality of activities and teaching has improved. However, staff do not consistently focus closely enough on the planning of activities beforehand to ensure that they are well prepared. This means that occasionally some planned activities do not maximise learning opportunities for all children.
- Staff place a strong emphasis on helping children to develop their confidence and well-being. They offer praise and reassurance as children play. Staff celebrate children's efforts as they encourage them to complete tasks independently, such as taking their coats on and off and putting on their shoes. Children behave well. They are confident to talk to visitors. Gentle reminders about taking turns and sharing help them to understand how to play together.
- Children have good opportunities to develop their literacy skills. For example, they enjoy creating stories using photographs of the local area. Children look at the pictures, describe what they see and excitedly recall to staff how they saw ducks flying over the park. Staff skilfully build these ideas and memories into a

story that involves all the children. These skills will help children with later learning, such as reading and writing.

- Staff demonstrate a good knowledge of the curriculum. Assessment is effectively used to consider any gaps in children's knowledge and children take part in exciting activities that promote their next steps in learning. This is a benefit to all children, including those with SEND. Staff engage well with children and, overall, model good language skills to support children's play and learning. However, occasionally, staff do not give children enough time to respond to questions before moving on.
- The use of mathematical concepts and language is not consistent across the nursery. Older children have fewer opportunities to extend the depth of their understanding of mathematics, particularly of numbers and counting.
- Staff take the time to get to know younger children's home routines, which ensures continuity in their care and development. Parents are well informed and receive daily updates about their children's day. Parents comment very positively about the care and learning opportunities provided at the nursery. Staff work with parents to address concerns they may have at home, such as implementing regular teeth cleaning. Staff plan fun activities that encourage young children to learn about good oral hygiene. For example, they use role-play toothbrushes and toothpaste to clean pretend teeth.

Safeguarding

The arrangements for safeguarding are effective.

All staff are knowledgeable about child protection matters and understand how to keep children safe. They receive up-to-date training and can accurately identify the possible signs that a child may be at risk of harm. They know how to follow the clear whistle-blowing procedures, should they have any concerns about staff. The manager follows effective recruitment and supervision procedures to ensure staff working with children are suitable to do so. Staff complete regular risk assessments of the indoor and outdoor environments, and involve the children, to help them manage their own safety well.

What does the setting need to do to improve?

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

- ensure that staff have a clear understanding of how to make the best possible use of planned activities to promote purposeful learning for all children
- support staff to develop their questioning skills to ensure they give children time and opportunity to think and respond
- support staff to deliver the mathematics curriculum more effectively, to further support children's understanding of number, counting and mathematical concepts.

Setting details

Unique reference number	EY222638
Local authority	Surrey
Inspection number	10198748
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 4
Total number of places	56
Number of children on roll	30
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01483 617713
Date of previous inspection	3 June 2021

Information about this early years setting

Bright Horizons Godalming Day Nursery and Preschool registered in 2002. It operates in the centre of Godalming, Surrey. The nursery opens throughout the year from 8am to 6pm, excluding Christmas and bank holidays. It employs 13 members of childcare staff. Of these, eight hold a relevant childcare qualification, including one at level 6 and seven at level 3. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Nina Lambkin

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in her evaluation of the provider. The inspection took place without notice.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and inspector completed a number of joint evaluations on a range of activities together.
- A meeting was held between the manager and the inspector. The inspector reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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