

# Inspection of Bright Horizons Twickenham Meadway Day Nursery and Preschool

Trafalgar Infant School, 49 Meadway, Twickenham TW2 6PY

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Inspection date: 14 November 2019

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</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

Children benefit well from the exciting and well-resourced learning environments. They feel comfortable and emotionally secure right from the start. This is because children develop very close relationships with staff, who are affectionate and approachable. Children's awareness of the world around them is raised by the array of positive images of people and places on display around the setting. Children learn to lead healthy lifestyles. They enjoy a wide variety of nutritious meals and take part in physical activities. For example, in the garden, older children tried hard and persevered when moving their bodies to the sound of a beat. Children enjoy imaginative play. For instance, they spend long periods of time pretending to cook in the play kitchen area. Children's progress is closely tracked and this supports their achievement across the seven areas of learning. Staff have high expectations for children's behaviour. They make the nursery's rules and boundaries very clear to children. As a result, children's behaviour is superb. They show high levels of respect, warmth and concern for others and their environment. Children's attitudes to their play and learning are consistently positive.

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

- The manager is an experienced professional who leads her team well. She offers her staff effective support and guidance. Staff express a sense of pride in working at Bright Horizons Twickenham.
- There are rigorous systems in place for tracking children's progress. This enables staff to provide children with a broad and ambitious learning programme. For example, they help babies to develop their physical and creative skills by experimenting with different textures and materials. Toddlers and two-year-olds learn to compare shapes and sizes that support their early mathematical skills well. Older children gain knowledge of phonics as they explore sounds and letters. This prepares them well for school.
- Language development features strongly in the educational programmes. Staff engage children in conversations and talk to them confidently. They encourage singing and read exciting stories to children. Children listen intently, showing high levels of motivation and enthusiasm for repeating familiar refrains.
- Staff provide good support for children with special educational needs and/or disabilities. They incorporate strategies, such as the use of visual aids, to build on children's learning. However, at times, teaching presents insufficient challenge for the most able children.
- Children play very happily and cooperate with each other. In their play, children take turns, share and help one another. At mealtimes, they show high levels of self-control and undertake manageable tasks, such as preparing tables and chairs. Children of all ages are extremely independent learners. They have high levels of social confidence. For instance, children interact with adults and their

peers without any hesitation. Staff are very good role models for the children. For example, when children encounter difficulties during play, staff take swift action and remain calm. This helps children to behave in a very kind and respectful manner. Parents find that staff support children's social and emotional well-being extremely well.

- The manager ensures that staff have opportunities for professional development. For example, following training, staff in the baby room have increased the sensory activities on offer. Staff who work with older children have further enhanced their teaching of music to raise children's understanding of their feelings and emotions.
- The self-evaluation process is rigorous. The manager works closely with staff to make positive improvements for the children and their families. For instance, they created a more exciting reading area across the nursery to develop children's love of books.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of child protection issues, including what might indicate a child is at risk of being exposed to extreme views. They are confident in reporting any concerns to protect children's welfare. Most staff hold current first-aid certificates which enable them to respond quickly in the event of any accidents. Safety procedures are embedded in the daily routines. For example, staff carry out regular checks on sleeping children to ensure they are safe and comfortable. Staff deployment is effective. Children are supervised at all times. Safer recruitment and induction practices ensure that staff are suitable for their roles.

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

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

- present children, particularly the most able, with more challenging activities to help them make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY544332
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10129968
<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</b>	1 to 4
<b>Total number of places</b>	77
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	0208 893 9217
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Horizons Twickenham Meadway Day Nursery and Preschool registered in 2017. It is located in the London Borough of Richmond Upon Thames. The nursery operates Monday to Friday from 7.30am until 6.30pm, all year round. There are 21 staff members; of whom, 15 hold a relevant childcare qualification at level 3. The nursery is in receipt of funding for free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

## Inspection activities

- The inspector observed children at play inside and outside. She interacted with the children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including evidence of staff suitability and children's records. She carried out a learning walk with the manager to find out how the curriculum is organised.
- The management team and the inspector completed two joint observations. They discussed the impact of observed activities on children.
- Parents spoke with the inspector and shared their views about the nursery.
- The inspector held a meeting with the management team and discussed matters, including the self-evaluation process.

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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