

# Bright Horizons Farnborough Day Nursery and Preschool



40 Reading Road, Farnborough, Hampshire GU14 6NB

<b>Inspection date</b>	5 February 2019
Previous inspection date	19 December 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff implement and use the provider's policies, procedures and risk assessments effectively to support children's health, safety and well-being.
- The manager, newly appointed, is a strong role model. She has a clear vision of what needs to be done to drive forward improvement. This includes extending further the support, coaching and training for staff to enhance the quality of teaching across the nursery.
- Staff have a good knowledge and understanding of the children attending. They know them well and have a good understanding of children's starting points, which they gain through discussions with parents and initial observations. Staff plan effectively for children's learning based on their interests and abilities. Children make good developmental progress.
- Children enjoy their time at nursery. They engage happily in their activities and are willing to learn. Children behave very well and show respect to each other.
- Partnerships with other professionals are well established. Staff are confident to make timely intervention to help children access extra support if needed. Parents are positive about the care their children receive. They state information about what children are learning is extremely useful.
- Sometimes, staff do not encourage older children to make assessments and decisions about their health and safety, particularly during changes to routines, for example in regard to new practice for lunchtime.
- Opportunities for outdoor learning experiences, particularly for older children, are not always challenging and varied enough in order to promote even stronger outcomes for them across all areas of learning.

## What the setting needs to do to improve further

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

- extend the ways staff help older children gain a greater awareness of health and safety and have a voice about changes to their routines
- enhance further the range of learning experiences for children outdoors to offer even more varied, interesting and challenging opportunities.

### Inspection activities

- The inspector observed staff interactions with children during activities indoors and outdoors.
- The inspector completed two joint observations with the manager. They discussed how staff plan for children's learning and how the quality of this learning is monitored.
- The inspector sampled the provider's documentation and children's records.
- The inspector spoke with children, parents and staff.
- The inspector met with the manager and the senior management team. They discussed how staff update their skills and knowledge and how they reflect on the quality of provision.

### Inspector

Aileen Finan

## Inspection findings

### Effectiveness of leadership and management is good

The manager and provider have a very good understanding of their roles and responsibilities. This includes when to make notification to Ofsted. Systems for the recruitment of staff are secure. Staff induction procedures, individual support, staff meetings and training promote their confidence and help them update skills and knowledge. Safeguarding is effective. The manager and provider ensure that staff have a good understanding of all safeguarding matters. Evaluation of practice is ongoing. The manager utilises her experience and skills to support further improvement. This includes building partnerships with parents through events, such as 'Discovery Days'. These events help parents learn more about the early years foundation stage.

### Quality of teaching, learning and assessment is good

Staff use regular, focused observations of children's achievements to confidently plan for their next steps in learning. Staff share children's progress regularly with parents, and encourage them to take an active role in home-nursery learning. This includes the lending library to support children's interest in literacy and their growing speech and language. Effective systems help senior staff monitor the quality of children's learning, and new practice is in place to analyse this further. Overall, teaching is good. Staff are enthusiastic and interact warmly with children. For example, staff working with babies help them gain confidence and feel secure, as they sing with them. Some babies join in with actions, demonstrating their emerging communication skills. Staff working with older children are confident to extend their learning. For instance, when reading, they ask purposeful questions to help children think about the story and what is happening. Children are eager to offer their ideas and suggestions.

### Personal development, behaviour and welfare are good

Staff are caring and nurturing. They are particularly sensitive to the needs of children new to the nursery, offering cuddles and reassurance. Staff help children develop independence. For example, older children understand to put away shoes and hang up coats when coming in from the outdoors. Children understand the importance of self-care routines, such as handwashing. Staff conduct nappy changes sensitively, singing and talking to babies and toddlers. Children benefit from nutritious meals, cooked by the chef. Children have regular opportunities for outdoor play and physical exercise, including use of the soft-play room. Staff help children consider each other's differences, such as through their 'golden rules' and helping children listen to each other.

### Outcomes for children are good

Children enjoy their play and develop a range of skills that promote their readiness for the next stages of their learning. For example, older children confidently take part in cooking activities. They eagerly watch and copy as the chef demonstrates kneading and folding dough as they make banana bread. Toddlers gain an interest in literacy. For example, they have fun outdoors listening to a story and later hunt for the toy animals hidden in the garden, that relate to the story. Babies develop curiosity during sensory activities as they paint with large 'stubby' brushes. Toddlers learn about colours and the impact of mixing these to make new colours during their painting experiences.

## Setting details

<b>Unique reference number</b>	EY374122
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10093505
<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>	0 - 4
<b>Total number of places</b>	104
<b>Number of children on roll</b>	125
<b>Name of registered person</b>	Casterbridge Nurseries Ltd
<b>Registered person unique reference number</b>	RP900869
<b>Date of previous inspection</b>	19 December 2016
<b>Telephone number</b>	01252 511655

Bright Horizons Farnborough Day Nursery and Preschool registered in 2008. It is situated in Farnborough, Hampshire. The nursery operates Monday to Friday from 8am to 6pm, with an extended day available from 7.30am to 6.30pm, excluding Christmas and bank holidays. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 27 staff working directly with children, 19 of whom hold appropriate qualifications. The manager holds early years professional status.

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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