

# Bright Horizons Forest Park Bracknell Day Nursery and Preschool

Forest House 3-5, Horndean Road, Bracknell, Bracknell Forest RG12 0XQ



<b>Inspection date</b>	7 May 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Children thrive in the welcoming and nurturing environment. The highly effective key-person system fully promotes children's emotional well-being. Children and staff develop secure and trusting relationships.
- Staff foster children's communication skills well. They work closely with children who have language delay and consistently use effective strategies. For example, they model using simple sentences and use sign language to help develop children's verbal and non-verbal communication skills.
- Partnerships with parents are good. The manager and staff have established strong working partnerships with them. They regularly share information about children's learning and development, so that parents feel fully involved.
- Staff successfully help the youngest children to develop good physical skills. For example, they hold their hands and encourage them to pull themselves up to standing and begin to practise walking.
- Children develop the skills they need to prepare them well for their future learning, such as school. They are happy and confident and show a strong drive to learn and develop new skills.
- During some adult-led activities, staff do not consistently encourage children to explore, investigate and find solutions to problems themselves.
- Young children are not consistently reminded that some actions, such as running indoors, are not safe as they may cause injury to themselves or others.

## What the setting needs to do to improve further

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

- encourage children to explore, investigate and solve problems for themselves during adult-led activities
- continue to help young children to gain a better understanding of how to keep themselves and others safe.

### Inspection activities

- The inspector asked managers and staff questions throughout the inspection, to establish their understanding of how to safeguard children, and how they monitor children's learning and development.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector spoke to parents and took their views into consideration.
- The inspector viewed relevant documentation, including evidence of staff qualifications, paediatric first-aid training and public liability insurance.
- The inspector completed an observation of an activity with the manager and discussed the self-evaluation process with the leaders and managers.

#### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a clear understanding of what to do if they have any concerns about the welfare of a child. The provider follows robust recruitment procedures to ensure the suitability of all staff working with children. Leaders and managers use a variety of methods to evaluate the provision. For example, they seek the views of parents and staff and use quality improvement plans to identify areas for development and make positive changes that benefit children. Staff demonstrate a secure understanding of how children learn. They complete regular observations to identify children's next steps and plan activities to help them make further progress. The manager monitors children's development well. She uses this information to analyse the progress of different groups of children, to help promote good outcomes for all. She focuses highly on staff's professional development and supports them well through supervision and monitoring. This helps to identify weaknesses in staff practice and offer targeted training to ensure the practice is continuously of a high standard.

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

Children make independent choices from a range of good-quality resources and play materials. They show high levels of imagination, for example when they draw pictures of treasure maps and pretend to find hidden treasure within the environment. Staff successfully help children to improve their mathematical skills. For instance, babies develop an awareness of numbers through songs and use puzzle boards to help increase their awareness of space. Older children talk about distance, for example when they measure which car has travelled the furthest during activities. Children use technology very effectively to help them find things out. For example, when they use metal detectors and move around the room to identify materials that are made from metal and those that are not. Staff successfully help to support children's literacy development. For instance, they place printed materials, pens and clipboards in each area of the setting to enable children to record their thoughts and ideas during play.

### Personal development, behaviour and welfare are good

Children are happy and settled. Staff foster their personal development well. They are highly responsive to children's needs and recognise when some children need extra emotional support. For example, they comfort babies who are unsure of unfamiliar people. Children behave well and learn to treat each other with respect. They have a very good understanding of leading a healthy lifestyle. This is demonstrated when they recognise the impact that exercise has on their body, including becoming breathless and an increase in their heart rate.

### Outcomes for children are good

Children make good progress from their starting points. Babies enjoy looking at books with pictures of people who are familiar to them. Older children listen to stories and predict what might happen next. They enjoy singing along to favourite songs and rhymes and develop an awareness of the sounds letters represent. Older children confidently recognise and write their own names. Toddlers and older children complete simple tasks, such as independently sweeping up sand and helping to tidy the toys.

## Setting details

<b>Unique reference number</b>	EY544932
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10101336
<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>	50
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0330 057 6162

Bright Horizons Forest Park Day Nursery and Preschool registered in 2017 and is located in Bracknell, Berkshire. The setting is open each weekday from 8am to 6pm for 51 weeks of the year, closing for Christmas week and on bank holidays. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. There are currently 13 staff employed. Of these, one holds a relevant level 6 qualification, six hold level 3, and one holds level 2.

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