

# Bright Horizons Woking Nursery & Preschool

Sandringham Court, Guildford Road, Woking, GU22 7QU



<b>Inspection date</b>	11 April 2018
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 the 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

- The manager shows a strong commitment to continually drive improvements. She regularly seeks feedback from parents and staff to help develop an accurate understanding of the quality of the provision and where to target improvements.
- Staff make good use of a range of ways of teaching, such as using picture cards and sign language, to help children with speech and language difficulties to communicate.
- Good relationships between staff and children are evident and children feel secure in their care. Staff recognise when young children need extra reassurance. For example, when they become upset, staff quickly reassure and comfort them.
- Children develop good skills that prepare them for their future learning. For example, they are learning to recognise their names. They have a clear understanding of behaviour expectations and show good levels of cooperation and respect for others.

### It is not yet outstanding because:

- At times, such as during group activities, staff miss opportunities to build on children's interests, to increase their engagement and enjoyment in their learning.
- Systems to monitor staff do not yet have a strong enough emphasis on incisively evaluating their practice to help raise the quality of teaching to an even higher level.
- Information gathered from initial assessment is occasionally not concise enough to help staff plan future activities, so that children are supported to make even more rapid progress in 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:

- build more precisely on children's interests to increase their engagement and enjoyment
- continue to develop the systems used to monitor staff, to help precisely emphasise specific gaps in their practice and help raise the quality of teaching to the highest level
- use information gathered from initial assessment more effectively to help staff plan future activities and experiences so that children are supported to make even more rapid progress in all areas of learning.

### Inspection activities

- The inspector questioned staff on how they ensure the children are kept safe, and what to do if they are concerned about a child's well-being.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of staff working in the setting.
- The inspector spoke to parents and took their views into consideration.
- The inspector observed the interactions between the staff and the children, and considered the impact this has on their learning.
- The inspector completed a joint observation with the manager and discussed with her how she supervises staff.

### Inspector

Ingrid Howell

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff complete child protection training. Their knowledge is consistently tested, such as through on-the-spot questioning. Staff fully understand the procedures to identify and report any concerns regarding the welfare of a child. The manager monitors children's overall progress. This enables her to identify gaps in their learning. She supports staff effectively in implementing plans to help children to catch up if necessary. The manager uses staff appraisals to monitor their ongoing suitability. Staff do some professional development to help improve their skills. For example, training on managing children's behaviour has had a positive impact on staff interactions when dealing with challenging behaviour. Partnerships with parents are good. Staff share regular information with them about their children's learning and care, and successfully help them to understand how they can support this further. For example, they provide a lending library to encourage parents to read to their children at home.

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

Staff have a good understanding of how children learn and develop. They make good use of opportunities to help support children's understanding of counting and numbers. For instance, as they play games staff ask them to identify the number they see on a dice and move the objects by that number across the board. Children enjoy exploring dinosaur bones. Staff use children's interests in these to ask them to identify the different sizes of the bones. Children recognise which bones are small, medium and large. Staff caring for babies focus well on supporting their communication, social and physical skills. For instance, as babies play with water staff use words, such as 'splash', to help babies develop their understanding. Effective resourcing enables babies to become more mobile, for example, developing confidence climbing on the soft-play steps and up and down slides.

### Personal development, behaviour and welfare are good

Children's behaviour is good. Staff act as positive role models and set clear boundaries for behaviour. They support children well in resolving conflict. For example, when two toddlers have a minor disagreement, staff help them to share and find a solution. Staff encourage children to be independent in their self-help skills and organising their activities. For instance, throughout the nursery resources are easily accessible to enable children to choose what they would like to do. Regular and meaningful praise by staff helps ensure that children feel good about themselves. Children demonstrate good levels of self-confidence and emotional well-being.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress. They develop skills they need for their next stage in learning, including school. For example, they show independence skills, such as completing simple tasks, including helping to tidy up, and putting their coats and shoes on for outdoor play. They play well together, share ideas and are developing strong friendships with other children.

## Setting details

<b>Unique reference number</b>	EY496881
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1052954
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	98
<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>	01483 617711

Bright Horizons Woking Nursery & Preschool registered in 2016 and is located in Woking, Surrey. It opens each weekday from 7.30am to 6.30pm, for 51 weeks of the year. There are 30 staff in total. Of these, one holds a level 6 qualification, two hold level 5, and one holds level 4. There are 18 staff who are qualified to level 2 and 3. The setting receives funding to provide early education for children aged two, three and four years.

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