

Bright Horizons Guildford Boxgrove Day Nursery and Preschool

19 Boxgrove Lane, Guildford, Surrey GU1 2TD



Inspection date	27 February 2019
Previous inspection date	4 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children are happy and settled in this bright and airy, newly-refurbished nursery. There is a good range of activities available both indoors and outdoors. Children engage in play well, enjoy learning and make good progress.
- Staff in the baby room place a high priority on nurturing babies' emotional well-being. They reflect routines from home and respond quickly to their individual needs.
- Staff prioritise children's safety and welfare. Staff deploy themselves very effectively. They make regular headcounts and inform each other when they are taking children to the bathroom or moving them between different areas of the building.
- Staff regularly reflect on their practice and ensure that parents and children have their say. For example, they have recently introduced a children's committee who worked together to plan and design a new sensory garden.
- Staff make regular and accurate observations and assessments of children's development which they use to plan activities and experiences to engage and motivate children. However, they do not share the assessments consistently with all parents in a way that allows them to fully support their child's immediate learning needs at home.
- On occasions, staff do not identify opportunities to extend children's learning as fully as possible.

What the setting needs to do to improve further

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

- ensure that staff's observations and assessments of children are consistently shared with parents, so they may continue to support their child's learning at home
- support staff in identifying all opportunities to extend learning during activities, to help children make even better progress.

Inspection activities

- The inspector observed practice and staff interactions with children. She assessed the impact of this on children's learning.
- The inspector explored the arrangements for safeguarding children. She also completed a joint observation with the manager.
- The inspector held discussions with the manager and other members of staff about areas of leadership and management, including supervision and support arrangements and the use of the self-evaluation process.
- The inspector spoke with parents and read emails of support, taking account of their views and comments.
- The inspector sampled a range of documentation, including evidence of staff suitability checks and children's developmental records of progress.

Inspector
Nina Lambkin

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff have a clear understanding of their roles and responsibilities to protect children and the procedures to follow if they have a concern. Staff undertake effective daily risk assessments to provide a safe and stimulating environment. Robust recruitment and vetting arrangements check that staff are suitable to work with children. Staff have a programme of frequent staff meetings, regular supervisions and peer observations. This helps them to feel valued and supported. There are good processes to encourage staff's professional development. For instance, they have access to a range of online training. The manager monitors the progress made by individuals and groups of children. This helps to identify gaps in their learning and to provide effective support for children to catch up quickly.

Quality of teaching, learning and assessment is good

Staff work with other professionals to help meet children's individual needs. This helps to improve the outcomes for children with special educational needs and/or disabilities. Staff use picture cues alongside verbal instructions to help support the understanding of those children who speak English as an additional language and those who find it difficult to understand what is going to happen next. Staff support children's early literacy skills successfully and give them varied opportunities to make marks for a purpose, such as when younger children use chalks on the playground to draw a track for their trains. Staff in the baby room successfully support children's overall development through a wide range of sensory experiences. For example, they explore sensory bottles filled with a range of textures and shiny objects.

Personal development, behaviour and welfare are good

Staff provide a warm welcome to the whole family as they arrive at the nursery. Children eat nutritious food, are physically active and enjoy spending time outside. For example, the youngest children enjoy free-flow access to their own garden, which gives them a safe environment to learn new skills in, including early walking. Staff provide opportunities for children to develop their understanding of other people's similarities and differences in the wider world, such as through a range of resources and books. Children are independent, behave well and share resources. For example, older children work together in the new garden, to plant seeds and water flowers.

Outcomes for children are good

All children, including those with additional needs, achieve well and make good progress. They develop key skills that prepare them for the next stage in their learning, such as school. Children have good opportunities to develop their curiosity. For example, staff support them to complete an experiment with skittles and warm water and encourage them when they predict what might happen next. Young children and babies are learning how to socialise well and enjoy singing simple nursery rhymes together, which helps their emerging communication skills.

Setting details

Unique reference number	EY365640
Local authority	Surrey
Inspection number	10074040
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	0 - 8
Total number of places	94
Number of children on roll	120
Name of registered person	Casterbridge Nurseries Ltd
Registered person unique reference number	RP900869
Date of previous inspection	4 May 2016
Telephone number	01483 877975

Bright Horizons Guildford Boxgrove Day Nursery and Preschool registered in 2007. The setting is open each weekday from 7.30am to 6pm for 51 weeks of the year. A team of 27 staff work with the children. Of these, one holds a relevant early years qualification at level 6, 13 hold qualifications at level 3 and six hold qualifications at level 2. The setting receives funding for the provision of free early years education for children aged two, three and four years.

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