

Bright Horizons Day Nursery and Preschool Guildford



University of Surrey, Egerton Road, Guildford, Surrey GU2 7XU

Inspection date	21 February 2019
Previous inspection date	9 June 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

- The nursery manager is dedicated to her role. She uses her experience and skills to drive forward improvement and is proactive in supporting staff to update their skills and knowledge. She has a strong commitment from hard-working staff.
- Staff know the children very well. They have a good understanding of children's starting points, which they gain through discussions with parents and initial observations. Parents state that transitions between the age-group rooms are 'incredibly smooth' and 'well planned'. Parents add that they receive very useful information for supporting children's learning at home.
- Staff demonstrate consistently good teaching skills. They offer a broad range of activities to support children's learning. For example, younger children confidently explore during a painting activity using toy animals to make marks. They excitedly make the sounds of the animals and name the colours of paints.
- Children engage happily. They thoroughly enjoy their learning. For example, children have been finding out about symbols as part of a topic on cultures. Staff extend this to support children's learning about letters and the sounds they represent. For example, children look at the printed words and reassuringly recall 'duck starts with d' and 'daddy starts with d'. Children make good developmental progress. They are very willing to learn.
- Children behave very well at all times. They show high levels of respect to their friends and are tolerant of each other's differences.
- Sometimes, staff do not consider how to develop children's interest in books even further in order to support their early reading skills.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop their interest in early literacy.

Inspection activities

- The inspector observed staff interacting with children during well-planned activities indoors and outdoors.
- The inspector completed a joint observation with the manager. They discussed the aims for the activity and how staff plan for children's learning.
- The inspector met with the manager and the quality development manager who was representing the provider. They discussed how staff are supported in their roles and how they update their skills and knowledge.
- The inspector spoke with children, parents and staff.
- The inspector sampled the provider's documentation and children's records.

Inspector
Aileen Finan

Inspection findings

Effectiveness of leadership and management is good

The provider uses secure procedures for the recruitment of staff. Staff speak confidently about their thorough induction and the high levels of support and training they receive. Evaluation of practice is ongoing. Staff regularly assess what they can improve further to enhance outcomes for children. The manager ensures staff implement policies and procedures to effectively support children's health, safety and well-being. Safeguarding is effective. Staff have a secure understanding of all safeguarding matters and know how to protect children. Staff work collaboratively with parents. This includes stay-and-play sessions to support parental understanding of how their children learn. Proactive staff offer parents ideas for learning at home, for example about healthy eating and children's knowledge of science. Parents join staff in ventures, where they share their own skills to promote further continuity for children's learning.

Quality of teaching, learning and assessment is good

Teaching is of a consistently good standard. Staff interact warmly with children and a strong emphasis is placed on children's language and speech. For example, staff actively encourage older children's listening skills during an activity called 'noisy neighbours'. Children listen to sounds the 'noisy neighbour' makes and identify these confidently. Partnerships with others who support children needing more intervention are well established. Staff use innovative methods to work with parents for children speaking other languages at home, including sound boxes so children can hear their parents' voices. Staff make regular, focused observations of children's achievements. They use extensive systems to monitor the quality of teaching and learning to help ensure all children make good progress. Staff plan effectively for children's next steps in learning.

Personal development, behaviour and welfare are good

Staff provide a stimulating and interesting environment. Children create large-scale paintings as they work out what colours are produced as two or more mix together. Staff provide opportunities for children to be independent. For example, staff encourage children to assess their safety as they help conduct risk assessments. Staff are proactive in helping children develop an awareness of safety. For instance, they utilise picture cards depicting the safety mascot in various scenes. Children understand potential dangers, such as talking confidently about the picture of a high slide. They discuss if it is 'too high for me'. Staff inspire children to be thoughtful of others. For instance, courteous children know to put their hands up rather than shouting out during group activities. They listen as others speak. Children thoroughly enjoy healthy meals. They serve themselves at lunchtime, pour drinks and use appropriate cutlery.

Outcomes for children are good

Children show readiness for the next stages of their learning. For example, babies enjoy sensory experiences as they explore marks they make in sand and feel the texture of the sand between their fingers. Young children develop a positive attitude to problem solving when they investigate how fast balls move along the guttering pipes. Older children develop emerging writing skills. Staff help them to hold a pencil and warmly encourage children to talk with purpose about their drawings.

Setting details

Unique reference number	EY331522
Local authority	Surrey
Inspection number	10073641
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 - 5
Total number of places	89
Number of children on roll	108
Name of registered person	Kidsunlimited Limited
Registered person unique reference number	RP900864
Date of previous inspection	9 June 2016
Telephone number	01483535260

Bright Horizons Day Nursery and Preschool Guildford is a workplace nursery for the University of Surrey. It registered in 2006 and is situated on the university campus on the outskirts of Guildford. The nursery is open each weekday from 8am to 6.30pm, all year round, excluding bank holidays. The nursery employs 32 staff working with children. Of these, 16 hold relevant early years qualifications. The nursery receives funding to provide free early education for children age two, three and four years.

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