

Bright Horizons at Epsom

St. John Chandler Hall, Church Road, EPSOM, Surrey, KT17 4AB

Inspection date	29/11/2013
Previous inspection date	10/05/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children who require any additional help and those with special educational needs and disabilities are very well supported by the setting's dedicated specialist team.
- The setting has well established and successful procedures in place for working in partnership with parents and external agencies, such as schools and health professionals.
- Staff provide a good range of activities that encourage children, particularly babies, to explore and experiment using their senses.
- The setting uses a wide range of well thought through strategies and procedures to prepare and support children through change, such as moving rooms and starting school.
- Management provide staff with good professional development support.

It is not yet outstanding because

- Although staff provide music sessions regularly these are not always meaningfully used to target and include children's next steps in learning, to help their ongoing progress.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed the learning and development outcomes for all children and quality of staff practice.
- The inspector spoke to a sample of parents and took account of their views.
- The inspector spoke to staff and held a meeting with the manager, deputy and two senior managers from the organisation.
- The inspector carried out a joint observation with both the manager and deputy.
- The inspector sampled children's assessment, and staff suitability, records and safeguarding documentation.

Inspector

Amanda Tyson

Full report

Information about the setting

Bright Horizons Family Solutions Limited was registered in 2010. The setting was initially registered under different ownership in 2003 and is still known locally, and referred to by the setting, as Teddies Epsom. The setting is situated in Epsom town centre, a short walk from the main high street, and 10 minutes walk from the main line railway station. The premises are a converted single storey church building. Children are based into one of four groups; Baby Care (3-18 months); Movers (18-40 months); Shakers (18-30 months); and preschool. Baby care has an integral kitchen, sleep room, nappy changing facilities, and access to their own secure outdoor play area. Movers, Shakers and preschool share the use of a garden, which is accessible via the preschool room.

The setting is registered on the Early Years Register. There are currently 24 staff employed including the manager and chef. Five are qualified to level 2, eight to level 3 and two to level 4 in early years. All staff hold valid first aid certificates. The nursery operates Monday to Friday between 8am and 6pm for 51 weeks of the year excluding bank holidays and three training days per year. An optional out of hour's service is available at an additional cost; these times are between 7.30am to 8am, and 6pm to 6.30pm. Children attend a variety of sessions. There are currently 124 children on roll. This includes children with special educational needs and/or disabilities and children who are learning English as an additional or dual language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- develop a targeted approach to supporting children's progress in all areas of learning and development, particularly through music.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's learning and development needs are effectively supported by the well-established and successful key person system. Staff make good use of observation and assessment to identify their key children's starting points for learning and to monitor and support children's progress. Assessment, including the progress check for children age two years, across the nursery is thorough and successful in identifying gaps in achievement and areas of talent. Children benefit greatly from the early intervention initiated and secured by the setting's dedicated team of special educational needs coordinators (SENCO's). They work closely with all the early years agencies involved with children, and parents. This ensures children receive consistent support to help them make necessary

progress in preparation for school. Staff use the information they gather from observation and assessment to plan activities that are linked to children's interests. Overall, these challenge and motivate children well. Children contribute to planning by suggesting ideas for play activities. Staff work closely with parents to identify next steps to support children's progress, and are now beginning to involve children in this process. Each child has a 'learning journey' record, which is well supported with photographs. Staff are beginning to share these with children to fully involve them in reviewing their own achievements and setting their own goals.

Staff focus their activity planning for babies very much on providing opportunities for them to use their senses. For example, babies discover weight and shape as they handle everyday objects and materials, which staff present in shallow baskets for independent exploration. They discover texture and develop hand strength as they use their hands to experiment with food ingredients or with dough, paint and sand in the outside pit. They delight in seeing themselves in the 'funny mirrors' on the garden wall and show confidence as they practice their crawling and climbing skills in the stunning little outdoor play area. Staff create a rich language environment for babies. They use baby signing techniques and Makaton to support their verbal communication with babies. Staff adorn the walls with photographs of familiar people, places and activities. These interest babies and so encourage them to babble and talk.

Staff working with toddlers use what they know about the repeated patterns in children's play and children's particular interests to inform and guide planning. For example, jugs and spoons provided with water and dried foods, along with play food and shopping bags, enable children to pursue their interest in 'emptying and filling' within a range of activities. Staff combine resources, such as cars and dinosaurs, with paint, gloop, and autumn leaves to encourage the participation of all children in sensory play. Staff make the most of children's enthusiasm for particular stories to support their progress in other areas. For example, toddlers enthusiastically and brilliantly produce their own artistic interpretations of their favourite characters.

Preschool children initiate their own experiments, for instance, by mixing cereal with sand to change the consistency. Letters, sounds and text are well promoted within the playroom through posters and labelling. Staff teach children to link letters to sounds through fun games. Children are keen to learn to write, especially their names, and make great attempts on the drawings. Children's writing and mathematical skills, as well as ability to use information and communication technology, are very well encouraged by staff within practical fun activities. For example, children measure and record the growth of their vegetable plants using pencils and cameras.

All children in the nursery benefit from the settings renewed commitment to taking children out into the community to support their knowledge and understanding of people and communities and nature. Children also benefit greatly from the different visitors invited to the setting, such as animal handling experts and the emergency services who bring along reptiles and small creatures, fire engines and such as like. Children have access to a range of musical instruments and throughout the day engage in singing. However, staff miss opportunities to make use of music to specifically target next steps in learning and support all areas of learning. For example, to encourage children to listen for

subtle sound differences, or to explore emotions and feelings.

The contribution of the early years provision to the well-being of children

The setting has well established and successful procedures in place for preparing and supporting children for and through change. Parents are provided with detailed information about 'attachment theory'. This helps them to understand the importance of a gradual parent-child separation process to help children settle-in to nursery life. Staff fully understand their key person responsibilities and use the settling-in period well to build secure and trusting relationships with children and parents. As a result, children show a strong sense of belonging and happiness in the nursery. Parents are asked to provide family photographs which staff laminate and display on the walls or use to make individual books. Staff use these to help children feel secure and to encourage children to talk about their families. Staff also make and display picture timetables. This strategy is particularly effective in supporting younger children with communication and language delay and children learning English as an additional language. This helps them to understand the routine of the day, including when parents are due to collect. Staff role-model politeness and use strategies, such as a sand-timer, to ensure fair turn-taking when using equipment, such as the computer. Children with behavioural difficulties are supported by their key person who agrees consistent and appropriate strategies with parents. Staff help children with behavioural difficulties well using carefully drawn up plans.

The setting proactively promotes good health and safety to children and parents. For example, staff cover objects with glitter to represent germs showing children how easily they move around, necessitating the need for regular hand-washing. Children follow good hygiene procedures when they use the toilet and management and staff have reviewed and amended the nappy changing procedures to ensure children's welfare and well-being needs are met. Children observe staff wearing aprons and hats before entering the kitchen and know why this is important. Preschool children know that if they visit the baby room they have to remove their outdoor shoes because babies put toys from the floor in their mouth. Children, including babies, enjoy a well-balanced and nutritious daily diet of snacks and meals which are cooked on site. Staff use mealtimes very well to encourage children's independence and social skills in readiness for school. For example, babies feed themselves, first with their hands then with spoons. Toddlers are supported by staff to serve themselves meal portions, and preschool children competently take their plates and dish up their own portions. There are rigorous procedures in place to ensure children's individual dietary needs are consistently met, for instance to ensure that children do not eat foods they are allergic or intolerant to.

Children enjoy taking part in gardening activities with staff and the nursery gardener. They keep healthy and active through good opportunities for outdoor play and experiences. For example, children walk to the supermarket, library and local park where they are challenged by the variety of playground apparatus. The nursery gardens are superbly equipped and presented to inspire and challenge children. Staff organise for children to take part in lots of indoor physically active games, such as dancing, exercising and developing ball skills, balance and coordination. Staff use a soft toy called 'Candyfloss' as a

safety mascot to remind children about risks, such as slipping on spilt water and sand. Staff teach children that the parts of their bodies covered by swimming costumes are private. Staff reinforce stranger danger and road safety rules on outings. Children learn about fire safety through evacuation practice and the regular visits from the fire brigade to the setting that management organise. Parents are reminded, in newsletters, to be vigilant with candles and fairy lights, and advised how to recognise counterfeit toys in the run-up to Christmas. Preschool children carry out daily risk assessments on the garden and their playroom using a picture check list. Babies sleep peacefully and comfortably in cots at times consistent with their home routines and parental wishes.

The effectiveness of the leadership and management of the early years provision

Management ensure that the premises are well maintained, secure, and equipped with high-quality play and learning resources. The gardens are cleverly designed to maximise the available space. Overall, the nursery operates very well under the organisation's established policies and procedures. For example, confidential documentation is kept secure and the risk assessment for both the premises and outings are successfully completed to minimise accidents. Fire drills are regularly carried out. There are rigorous procedures in place for ensuring that children with specific dietary needs do not accidentally consume offending foods. Visitor to the setting, that are unknown to staff, are asked to show their identification and sign into the visitor's book to keep children and staff safe. The complaints, safeguarding and whistle blowing procedures are clearly understood by parents and staff, and effectively implemented by management. No staff member starts work until their Disclosure and Barring Service check has been completed and references have been fully interrogated. Child protection training is mandatory for all staff and this is regularly updated. The management team, which includes the deputy and third-in-charge, complete a higher level training which ensures they fully understand the procedure for reporting concerns about children's welfare and allegations against staff. The setting's written safeguarding policy contains all the relevant information, such as a ban on use of mobile phones and cameras on site. These are well shared with parents and staff. Management have recently strengthened procedures for inducting new staff. The internal review of procedures followed on from an incident where a baby was left unattended on a changing mat. The provider correctly followed the Statutory Framework for the Early Years Foundation Stage requirements by notifying Ofsted of this significant event. Now new staff do not change young children's nappies on their own until they have passed a practical assessment and verbal test. In addition, all staff now confirm in writing that they know never to leave babies unattended on a changing table. Staff receive a yearly appraisal which identifies a clear performance development and training plan. Management review these individually with staff. Room leaders (known as heads of unit), receive leadership training which equips them with the skills to mentor and coach their team members.

Management have well established systems in place for completing and using self-evaluation to identify and target priorities for improvement. For example, they carry out regular observations and evaluations of teaching practice and care standards. The current

focus for improvement includes supporting new staff to achieve qualifications and skills for undertaking specialist roles, such as, the special educational needs coordinator. Plans also include creating a 'mud kitchen' for children in the garden and installing a clothing recycling bay in preschool for children to donate to charity.

There are well established procedures in place for working in partnership with external agencies, such as speech and language therapists, other early years provisions children attend and the schools children transfer to. The setting's partnership with parents is a key strength. There is an active parent committee that meets with management on a quarterly basis. Staff provide parents with a high-level of information about child health and development. Parents receive a weekly nursery newsletter, which includes any weekly events, staff holiday, news updates and what the children have planned for the week ahead. Parents enjoy coming into the nursery to attend social events, such as the graduation ceremony, and to watch children perform plays. They meet regularly with the child's key person to review their progress and to identify next steps for moving children on in their learning. Parents hold the setting in high regard. They greatly value the emotional support offered to them during times of change and difficulty, the effectiveness of the key-person system and sensitively handled settling-in procedure for new children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY409432
Local authority	Surrey
Inspection number	930986
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	124
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	10/05/2013
Telephone number	01372743474

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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