

Bright Horizons Wokingham Day Nursery and Preschool

Unit 7, Millars Brook, Molly Millars Lane, WOKINGHAM, Berkshire RG41
2AD



Inspection date	24 August 2018
Previous inspection date	6 December 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

The provision is good

- Leadership is focused and committed, significantly impacting on the setting's ability to move forward and drive through improvements. The staff team is motivated, enthusiastic and well-supported by the senior team.
- Good partnerships with parents and other involved agencies, ensure that there is targeted support for children with identified additional needs. This ensures children receive the support they need to be ready to move on to new settings.
- Staff actively seek, value and act upon parental feedback to help ensure that they effectively address areas for improvement.
- Staff plan the curriculum and environment for children in the older age group well, incorporating all areas of learning. This is particularly evident in children's access to activities that promote expressive arts and design.
- Children behave well because staff set consistent boundaries and value their views, giving them a real sense of belonging. They demonstrate good levels of cooperation and respect for others.

It is not yet outstanding because:

- There are currently less opportunities for the youngest children to develop self-care and independence skills than for other age groups.
- Not all staff have a thoroughly in-depth knowledge of child development and assessment, which impacts on the consistency of highly accurate assessments of children's learning.

What the setting needs to do to improve further

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

- review the organisation and routine for the youngest children to enable them to have more opportunities to develop their skills in self-care and independence
- work with staff that are less confident in assessing children's learning to secure and embed their developing knowledge base, enabling them to produce accurate and precise assessments.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning indoors and outdoors.
- The inspector sampled a range of documents, including staff files and records of the progress that children have made.
- The inspector spoke with the parents who were available on the day of the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the senior team and staff throughout the inspection.

Inspector

Cheryl Walker

Inspection findings

Effectiveness of leadership and management is good

The new manager is highly motivated and provides a solid foundation for ongoing improvement throughout the setting. Her professional resilience allows her to work through challenging priorities and gain good results. Her hands-on approach helps staff to feel supported and builds trusting relationships with a previously unsettled team. Good systems are developing to monitor the quality of teaching across the setting and the manager is aware of minor weaknesses. Processes for monitoring the progress of different groups of children are underway. Safeguarding is effective. Robust recruitment and vetting procedures ensure staff suitability. Staff demonstrate a clear understanding of their responsibilities in keeping children safe and in ensuring their manager is made aware of any changes that may impact their role.

Quality of teaching, learning and assessment is good

Staff know the children well and most have a good understanding of what children can do, how they learn and how to help them to progress. As a result, children become active learners because they have input into the curriculum plan. They show great interest in the activities provided. For example, children suggest and help to create the shop in the role play area. They buy real items and use these to create exciting recipes, remaining focused for a long period of time. Staff resource the activities well enabling children to self-select from a wide range of available equipment to enhance and extend their play. Staff are enthusiastic in their interactions with the children, skilfully encouraging them to use their senses when they dig for worms outside. As a result, younger children are keen to explore and engage with their environment.

Personal development, behaviour and welfare are good

Children settle well because staff are attentive to their needs, providing good levels of emotional support and reassurance. They form strong bonds with their caregivers, supported by effective partnerships with parents. This enables children to feel safe, secure and happy to learn. Children respond well to the high expectations staff set for their behaviour. They learn to respect their friends and work cooperatively together to achieve their goals. Children patiently wait for a turn and accept when they may need to wait for a space at their chosen activity. Clear, everyday routines enable older children to become confident and independent in taking care of their own needs. There are less opportunities however, for the youngest children to begin to develop these skills. There are good systems to support children's transitions throughout the setting and in their final move on to school.

Outcomes for children are good

Children are motivated to learn. They show control in their physical skills and learn to negotiate space. They listen attentively to stories and engage in conversation. They predict what might happen next and can recall events significant to them. They become involved and concentrate at activities. Some children are very good writers and contribute to the labelling of resources on display.

Setting details

Unique reference number	EY439405
Local authority	Wokingham
Inspection number	10067077
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	83
Number of children on roll	81
Name of registered person	Kidsunlimited Limited
Registered person unique reference number	RP900864
Date of previous inspection	6 December 2016
Telephone number	0118 9893674

The nursery registered in 2012. It is located in Wokingham, Berkshire. The nursery is open each weekday from 7.30am to 6pm all year round, excluding bank holidays. There are 27 staff working with the children. Of these, 16 hold appropriate early years qualifications. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

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