

Bright Horizons at Epsom

Inspection report for early years provision

Unique reference number

EY409432

Inspection date

03/12/2010

Inspector

Amanda Tyson

Setting address

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

Telephone number

01372743474

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of 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 is 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 an additional learning centre room. Children are regularly taken on outings within the local community.

The setting is registered on the Early Years Register for a maximum of 70 children; of these no more than 40 may be aged under two years at any one time. There are currently 55 children on roll; of these 11 speak English as an additional language. The setting support children with special educational needs and/or disabilities. There are currently 23 members of staff employed to work at the setting. This includes the nursery manager, deputy, four Heads of Units, and a full time cook. Eleven staff are qualified to Level 3; six are qualified to Level 2; two are working towards a Level 3, and six are working towards a Level 2. Heads of units and the management team are all qualified to Level 3. One staff is working towards the early years foundation degree. Eleven staff hold valid first aid certificates.

Opening times are from Monday to Friday from 8 a.m. to 6 pm 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 from 7.30am to 8am, and 6pm to 6.30pm. Children attend a variety of sessions and come from the surrounding area.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are cared for in an exceptionally welcoming, inclusive, and stimulating environment. Children are happy, exceptionally well safeguarded, and based on their age, ability and starting points, are making excellent progress in their learning and development. Equality and diversity is particularly well understood and promoted. Partnerships, with both parents and external agencies are excellent. These are set to improve further by the setting's comprehensive action plan for future development, which also includes taking staff on an exciting journey of professional development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- bring to fruition identified plans for further improvement, for example; to further involving parents in children's learning; to introduce attachment theory, and theory of schemas to all staff; and to implement a focused programme for supporting talented and gifted children.

The effectiveness of leadership and management of the early years provision

Children's welfare is exceptionally well safeguarded. Staff recruitment and induction procedures are rigorous, for example the selection process includes a practical assessment as well as an interview, references are interrogated and staff do not start work until their criminal record checks have been received. Safeguarding policies and procedures, such as for child protection, risk assessment, outings, use of mobile phones, whistle blowing, and complaints are all comprehensively understood and effectively implemented. Safeguarding training is mandatory for all staff and management complete advanced level courses.

Leadership is strong, skilled, highly proactive and united. Key to the setting's overall effectiveness is that their ambition for excellence is wholly shared by the staff team, who have been fully involved in the self-evaluation process. Staff's dedication is particularly well highlighted by their motivation to get to work when weather conditions were nationally recognised as severe; some staff got up at 5am and walked for two hours to ensure that the setting could open.

Equality and diversity is wholly embedded within all aspects of the setting. Children with special educational needs, those who speak English as an additional language, and boys who often have diverse needs compared to girls, are exceptionally well supported. Play and learning resources are of exceptional quality and beautifully presented. Base rooms are organised to provide a highly enabling environment which radiates children's strong sense of belonging. High priority is given to enabling the professional development of staff. The appraisal process is supported through individual and small group meetings, and use of personal development plans. There is a mentoring and coaching programme, regular training opportunities and support for those wishing to gain qualifications; from National Vocational Qualifications up to a degree. Priorities for improvement are astute, well targeted and demonstrate strong capacity for maintaining excellence. For example, management plans to introduce staff to attachment theory, and the theory of schemas. Plans are also in place for setting up a parents' committee, for developing a programme to support gifted and talented children, to further involve parents in children's learning, and for developing links with children attending one of the organisation's American settings, via the use of information communication technology.

Partnerships with parents and external agencies are firmly established and highly effective in supporting children's individual welfare, care and learning needs. A wide range of strategies are in place to support effective information sharing, in addition to the daily verbal exchange, for example a daily communication book, quarterly developmental reports on the children, parental consultation appointments, newsletters, displayed notices and curriculum plans, and use of the WOW board, which is where parents record children's weekend experiences and achievements. Teachers from the local schools that children transfer to visit during the summer term, the setting liaise with children's previous early years providers prior to admission, and work closely with speech therapists, occupational therapists, physiotherapists and the local authority special educational needs coordinator (SENCO) where appropriate. Parents are delighted with the service they receive and are thrilled with the progress that their children are making. Their eagerness to attend, the friendliness of staff, attention to meeting individual needs are all highlighted as key strengths.

The quality and standards of the early years provision and outcomes for children

Children are thriving in this delightful setting. High priority is given to minimizing parent-child separation anxiety through a gradual settling-in procedure, and to staff establishing secure and trusting relationships with both children and parents. Children demonstrate high levels of emotional security and are extremely happy. Babies squeal with delight during games of peek-a-boo, crawl eagerly to staff's lap where they snuggle for lovely book sharing moments. They move confidently around the base room, fascinated by the wide range of resources and activities that encourage sensorial experimentation, for example with flour, snow and baked beans. The sensory hide-a-way mesmerizes them with gentle silver lights and different textured black and white materials and objects. They create sounds using wooden spoons on pots and pans, and explore boxes and packaging. Babies and young toddlers sleep comfortably in their own cots or on sleep mattresses at times consistent with their home routines.

Children become absorbed in fantastic dramatic play which is superbly resourced with real cooked food, play food, items of nature, and mechanically operated toy kitchen gadgets. Children who speak English as an additional language pretend to cook using resources such as a wok or chapati pan. They recognize the script of their home language on food packaging. The laminated photographs of different homes include families like theirs and they choose doll's clothes that mimic their traditional costumes. When children step into an environment that makes them think about home they feel secure enough to use this forum to speak in their first language. High levels of critical thinking are demonstrated by preschool children as they work out how to balance blocks and planks on pillars to create three storey buildings, build with ice blocks and ice puzzles in the snow, or create their own snowman. Preschool children all write recognizable letters, and most, if not all of their name. Boys are as keen to write as girls when it is linked to physically active play and experiences. For example, as they record their findings on pictorial check

lists during nature hunts or when they assist staff in carrying out daily risk assessments. Trips to the library and the provision of cosy and well stocked book corners encourage an active interest in literacy. Children skilfully use a wide range of information communication technology throughout the day, for example programmable toys, walkie-talkies, cameras, innovative recording devices, and computers.

Children's outstanding progress towards the early learning goals is very well captured within their learning journey records. Their achievements, challenges, questions, and home experiences are comprehensively detailed. Staff use this information to identify next steps for learning and to inform and guide planning. For example, a toddler is enabled to share her weekend experience of a haircut by the provision of a role play hairdressers. A child proudly tells his friends about his 'wow' moment of winning at bingo, which all children then have fun playing. Comments such as that looks like fireworks lead to children making an erupting volcano from papier-mâché and discovering similarities between agate and precious stones; the latter of which they examine with a torch to see the colour changes.

Children are asked if they want to help to manage practical tasks, such as wiping their nose, which more often than not they prefer to do themselves, even toddlers. The foundations for children to adopt lifelong habits and skills to keep them safe and healthy are being firmly laid. The daily menu is planned by external nutritionists and provides for the weaning stages as well as all special diets. Children enjoy making healthy snacks, such as fruit kebab and growing their own vegetables. They enjoy serving their own lunch portions and clearing their plate afterwards at the scraping station. Provision for outdoor play and opportunities for taking part in community activities is a key feature and greatly beneficial. The risk of cross infection is minimised by the hand sanitising dispensers positioned around the nursery; the no outdoor shoe policy operated within the baby room, and the shoe and head covers worn by adults entering the kitchen when food is being prepared. Children are highly visible when they are out and about in the community as they wear luminous vests detailing the nursery telephone number. Their awareness of safety is strengthened by regular emergency evacuation practice, and visits from fire and police officers. Children learn road safety, and stranger danger rules. They are familiar with risks, such as in car parks and know how to minimize the risk of accidents. Children display impeccable manners and squabbles are few because there is plenty to do. Their efforts and achievements are consistently acknowledged and celebrated and it is easy to imagine that their prominently displayed art work and photographs makes them feel highly valued.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

