

# Bright Horizons at Epsom

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

<b>Inspection date</b>	10/05/2013
Previous inspection date	03/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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		1
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

- Leadership is strong and effective in sustaining a good quality provision. Staff performance management and quality assurance processes are particularly thorough. Staff are effectively deployed and policies and procedures fully implemented.
- The nursery is equipped with high-quality play resources and furnishings. The gardens are well designed and provide children with access to all areas of learning.
- The effective key person system helps children develop a strong sense of belonging, to form secure relationships and be very well supported through periods of change.
- Staff are kind and gentle in their management of children's behaviour. They explain rules using positive language and model positive behaviour which children copy.

### It is not yet outstanding because

- Staff do not regularly plan for all children to personally experience the local community.
- Older children are not fully encouraged to be involved in reviewing their own progress and setting their own goals, although some are very capable of doing so.

## 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 activities in the baby room, both toddler rooms, the preschool room and the outdoor play and learning areas.
- The inspector had a meeting with the organisation's operations manager and the nursery manager.
- The inspector sampled a range of documents including children's assessment records, planning documentation, some safeguarding records, staff suitability records, and the nursery's self-evaluation.
- The inspector spoke to a number of parents with children in all four group rooms during the inspection, taking account of their views.

## 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 119 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and those that speak English as an additional language. There are currently 23 members of staff employed to work at the setting. This includes the nursery manager, the nursery deputy, four heads of units, and a full time cook. One member of staff has an Early Years degree and one is working towards their PGCE to gain Qualified Teacher Status, ten staff hold a relevant childcare qualifications to at least level 3 and six staff to level 2. Eleven 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.

### What the setting needs to do to improve further

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

- involve children in reviewing their own progress and setting their own goals
- increase children's opportunities to learn about and be involved in their local community to add interest to their learning.

### Inspection judgements

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

Children's progress and development is supported by a team of dedicated staff. They are effectively deployed and the child to adult ratios are higher than the minimum requirement. This means that children are well supervised and receive a lot of individual support from staff during their play. Staff fully engross themselves in children's play. For

example, they play chasing games with children in the garden and sit in the sandpit exploring the sand with the babies. All children make at least good progress in their learning and development. Staff have a secure understanding of the areas of learning and what is expected of children for their age. They communicate closely with parents about children's interests and achievements within the home environment. They complete regular observational assessments on children and use these, which include the progress check for children aged two, to help move children on in their learning. For example, where gaps in achievement are noted, additional support is obtained to ensure that these are targeted and closed in readiness for school. Children learning English as an additional language quickly become confident in speaking English. Staff value bilingualism and encourage parents to share words with the nursery and keep using their first language within the home.

The nursery environment is full of pictures and photographs of children's favourite activities and everyday objects. These encourage verbal responses from babies, early conversation from toddlers and complex discussions from older children. Children are able to develop independence because play and learning resources are stored so that children can help themselves. Staff join in children's play without taking over. Most staff make good use of open-ended questioning to encourage children's creative thinking. For example, children are encouraged to consider, and then find out, if the sand bridge they have made will withstand their weight. They also encourage children to talk through what they can do to make the dinosaur cave stable, after it falls down for the fifth time.

Babies' learning and development is very well supported through sensory play. For example, they experiment with unusual and everyday items stored in shallow baskets and enjoy 'messy play'. Staff know and understand that some children like to empty and fill things while others prefer to carry things around. Staff value the importance of recognising children's preferred patterns of play and so make sure suitable resources are available. Activity planning for older children is often linked to a project, such as 'the environment'. Children learn that turning off lights and taps helps to save the planet. Children have opportunities to nurture chick eggs in an incubator and watch them hatch. Older children do go on outings to some really worthwhile places, such as to watch performing artists. However, these are infrequent and for babies happen far less often. Therefore opportunities for children to learn about and experience their local community by going for walks and strolls are minimal. Children have opportunity to contribute ideas for activity planning but staff do not involve the older, more able, children in reviewing their own progress and setting their own goals. However, most of the preschool children demonstrate they are very capable of doing this.

Children have constant access to pencils, chalks and pens and staff are skilled at ensuring that imaginative play encourages literacy and maths. For example, when role play is set up as a 'superheroes den' staff equip it with comics. Children thoroughly enjoy books and sometimes also go to the library. They make very regular use of the wooden bridge in the nursery garden to act out popular fairytales. Children are well prepared for school. By the time they leave the nursery they are able to recognise and write their name, link most if not all letters to sounds and work out simple mathematical problems, such as in relation to space.

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

Children are cared for in an exceptionally welcoming and very well resourced environment. The babycare room has a superb sleep room and the toddler rooms are very well organised to provide a homely feel. The nursery gardens are excellently designed for children to access all areas and a wonderful place for them to play and learn. For example, the tepee inspires children's imagination and provides an exciting hide-a-way. Children act out popular fairytales on the wooden bridge and learn to negotiate the climbing wall safely. Children grow their own vegetables in the mini allotment and are calmed by the sound of the water feature. Children know to wash their hands with non-alcoholic gel before entering the rooms to make sure that they leave germs behind. They learn about dental hygiene and how their bodies work from information parents, who are in various medical professions, come in to share with them. For instance, children have the opportunity to look at the inside of their own bodies using a portable X-ray machine.

Babies and parents are sensitively helped through their first experience of separation by experienced staff who understand the anxiety this can cause. Staff ask parents to supply family photographs which they put into a book to look at with babies during cosy one-to-one times. Parents settle their children through a very gradual leaving process. This provides staff with the chance to build secure and trusting relationships with parents and children before they are left for their first full day. Similarly, photographs are used to help young toddlers prepare for moving up to toddlers and for toddlers moving up to preschool. These photographs are often a combination of home and nursery experiences. Staff arrange for children's prospective reception teachers to visit the nursery. This gives children the chance to recall and tell their new teacher all about their nursery life, such as when they watched their chicks hatch, where they play pirates and how well they can write their name. The finale to nursery life is celebrated with the organisation's trade-mark 'graduation ceremony'. This is exciting for children and makes them feel very important.

Children demonstrate excellent behaviour and staff act as positive good role models to promote this. Staff praise children for their achievements and for their behaviour. Staff are aware of what is appropriate to children's ages through the additional behaviour management training they have completed. Staff have introduced children to 'Candy Floss' the nursery soft toy Zebra who provides children with a safety warning. 'Candy Floss' is placed beside activities that staff consider need to be supervised. For example, at the scissor table and with the small construction resources. Preschool children competently help staff to complete the daily risk assessments using their own check list. They are keen to apply their understanding of what is a risk. For example, when in the garden with toddlers they explain that 'the climbing wall is a bit too dangerous for you so you must use the slide'. Preschool children look out for each other and thrive in working together to solve practical problems. Babies offer each other objects and toddlers go off to find specific toys for others when they notice they are upset. All children quickly develop self-help skills. Babies learn to feed themselves with their hands and spoons and older children serve their own meal portions.

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

Management are very dedicated and have good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage requirements. All the required policies and procedures are in place and effectively implemented, including their complaints procedure. Systems for monitoring the effectiveness of teaching practice and quality of care are good. Since the last inspection the organisation has modified their systems for completing assessments on children, which now includes the statutory progress check on children between the age of two and three years. The manager inspires her staff and provides them with good professional development opportunities. For example, each room leader has received leadership training, which enables them to provide the staff in their room with good quality mentoring and coaching. Staff performance management and appraisal systems are robust and effectively implemented. Staff benefit from yearly appraisals and regular one-to-one supervision sessions. This supports their journey of professional development. The nursery's safeguarding procedures are rigorous and effectively implemented by staff and management. Staff with lead roles, such as for health and safety and child protection, are well trained and experienced. The manager proactively promotes the nursery's 'whistle blowing' policy which staff view positively. Staff are vigilant in carrying out risk assessments on both the indoors areas, the outdoor areas and for outings. Management monitor these procedures well.

The nursery has four special educational needs coordinators, all of whom attend regular training. They work closely with external professionals to support children with additional needs and the local schools children transfer to. Parents are kept well informed about nursery projects and are encouraged to support children's learning within the home. Parents often come in to nursery to talk to children about their jobs and grandparents are asked to tell stories about the past. Staff organise evening events to give parents ideas for supporting children's learning, for instance for cooking healthy and economic meals. Parents say they are pleased with the progress children make. They appreciate the very caring environment that staff create and the fact that management make themselves very available.

Management make good use of self-evaluation to identify and target priorities for improvement. For example, the two nursery gardens have been transformed into exciting play and learning environments. Staff and parents are learning about the repeated patterns in children's play, otherwise known as 'schemas'. This helps them understand young children's interesting, and sometimes frustrating, behavioural patterns and ways to manage them. However, children go on fewer outings than they used to. The programme for supporting gifted and talented children is developing. Management are keen to develop expertise in staff, but have been unsuccessful in accessing specialised training, such as the Every Child A Talker programme (ECAT). Nonetheless, fifteen staff recently attended an introduction day on Forest School teaching. Senior management are now exploring the possibility of securing training for staff to gain the qualification necessary to deliver this specialised teaching method. The nursery has recently signed up to the local authority's quality improvement programme which provides a rigorous criterion for self-assessment.

The team demonstrate strong capacity for ongoing improvement.

## 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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

<b>Unique reference number</b>	EY409432
<b>Local authority</b>	Surrey
<b>Inspection number</b>	905262
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	70
<b>Number of children on roll</b>	119
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	03/12/2010
<b>Telephone number</b>	01372743474

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

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 4234, or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

