

# Bright Horizons Sandown Park Day Nursery and Preschool



Jockey Club Racecourses, Sandown Park, Esher, KT10 9AJ

<b>Inspection date</b>	18 January 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the 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

- Children, including those who have special educational needs (SEN) and/or disabilities, make good progress in all areas of learning, overall. The quality of teaching in pre-school is excellent. For example, children are well supported to link letters to sounds, write their names and make accurate predictions relating to weight and quantity.
- Staff make excellent use of risk assessment to identify and minimise potential hazards. Children manage their own health and safety very well and have very good opportunities throughout the day to engage in physical exercise and outdoor play.
- Partnership with parents is very good. Parents are provided with excellent information on topics, such as weaning, speech and brain development, as well as ideas for home activities. They are well informed about children's individual weekly learning targets.
- Managers make good use of self-evaluation to identify and target priorities for improvement. Staff have opportunities to attend high-quality training, such as understanding development in babies, developing leadership skills and achieving qualifications in childcare and forest school teaching.

**It is not yet outstanding because:**

- The quality of staff teaching practice is not wholly consistent between staff and group rooms. Some staff have excellent teaching skills, however, not all staff have support to acquire this level in their planning, delivery and evaluation of activities.
- Children do not always have enough varied resources to fully support their pretend play or to experiment in different ways.

## What the setting needs to do to improve further

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

- strengthen arrangements for developing staff teaching skills so that across the nursery all children receive the highest quality of teaching and support
- increase opportunities to support children's imaginative, creative and exploratory play.

### Inspection activities

- The inspector observed children and staff indoors and outdoors.
- The inspector sampled a range of documentation relating to safeguarding and staff suitability. The inspector discussed children's progress and the self-evaluation process used by managers and staff.
- The inspector gained feedback from parents and took account of their views.
- The inspector conducted joint observations with the nursery manager and held meetings with her and the organisation's senior leadership representatives.

### Inspector

Amanda Tyson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a strong understanding of their individual responsibilities for safeguarding children, from managers down to the newest employee. They are all very clear about the reporting procedures if, for example, they are concerned about any aspect of a child's welfare or the conduct of an adult. Staff recruitment and vetting procedures are rigorous. Staff receive good supervision, overall. Managers use effective systems for tracking the progress of all groups of children and possible gaps in provision are identified, explored and targeted. The management team has a clear understanding of the setting's strengths and weaknesses and this is well demonstrated by its comprehensive action plan for improvement. This includes, for example, staff training, monitoring of the provision and targeting staff recruitment. The nursery forms good partnerships with external agencies involved with children.

### Quality of teaching, learning and assessment is good

Staff make accurate assessments of children, based on their regular and often insightful observations of children when engaged in activities. Systems for tracking and planning for children's progress are good. Plans, such as for learning shapes or linking certain letters to sounds, are very well communicated to parents to help ensure children receive consistent support throughout the week. Planning is sometimes excellent. For example, staff introduce activities, such as searching for small creatures in the wood area. Staff inspire children's interest, ask questions and make comments that encourage children to reflect on past experiences and use language to describe what they find. Staff note and build on children's developing interests, such as in hospitals and space, and plan activities, such as creating x-ray pictures and learning what a planet is.

### Personal development, behaviour and welfare are good

Staff build strong emotional bonds with their key children. Babies sleep at times wholly consistent with their home routines and enjoy some good sensory play opportunities. Arrangements for pre-school children's meals are excellent. For example, they queue as though they are in a school dining hall and serve themselves using large utensils while engaging in sociable conversation with each other and staff. Staff plan exciting activities to mark children's different traditions and religious beliefs. Older children confidently contribute to the activity planning, for instance, during the weekly 'children's council' meeting.

### Outcomes for children are good

Children are very well prepared emotionally and practically for the next stage in their learning, such as moving base rooms and starting school. They develop strong levels of independence and understanding of how to keep themselves safe and healthy, particularly outdoors. Boys and girls regularly help themselves to pencils. They write clear letters and older children confidently link these to the correct sounds. Children help themselves to books which they read to themselves by interpreting the pictures.

## Setting details

<b>Unique reference number</b>	EY492733
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1025888
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01372 232987

Bright Horizons Sandown Park Day Nursery and Preschool is part of a large chain owned by Bright Horizons. It registered in 2015 and is situated within the grounds of Sandown Park racecourse. It operates Monday to Friday between 7.30am and 6.30pm, all year round. 18 staff are employed, including the manager and deputy. Of these, two staff hold qualifications at level 5 in early years childcare, one has a level 4, eight have a level 3 and one has a level 2 qualification. The nursery is in receipt of early years education funding for children aged three and four years.

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