

# Bright Horizons Teddies Woking Day Nursery and Preschool

15 The Grove, Woking, Surrey GU21 4AE



<b>Inspection date</b>	25 October 2018
Previous inspection date	1 June 2016

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

- Children receive lots of praise and recognition for their efforts and achievements, which successfully promotes their self-esteem and emotional well-being.
- Staff teach children the importance of listening to others and sharing resources. They remind children to use 'kind hands' as they play. Children behave well.
- Staff support children extremely well when they first start at the nursery. They give children the time and the reassurance they need to settle into new surroundings. Children build secure attachments with their key person, which helps them to feel safe and secure in their environment.
- Staff work hard to build continually on their strong relationships with parents to engage them further in encouraging their children's learning at home. Parents find that their children are settled and well cared for at the nursery. They say they are happy with the service they and their children receive.
- Self-evaluation is accurate. Leaders identify areas for future development to help promote continual improvement. They consider the views of others in their evaluation.

### It is not yet outstanding because:

- Staff do not always give thinking time for children to decide what they want to say, and how they will say it, to extend conversations and better support their communication and language development.
- Staff in the pre-school room have not fully considered adapting group activities to the right level for the different ages of the children taking part in order to challenge them fully in their learning and promote engagement to the highest levels.

## What the setting needs to do to improve further

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

- give children the time they need to respond to questions in ways that support them to develop their ideas and thoughts and extend their learning as they play
- review and improve planned activities in the pre-school room, so all children consistently undertake challenging activities that engage them fully in their learning and reflect the development needs of all the children taking part.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the management team at appropriate times during the inspection. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery, observation and assessment files, planning documentation and a selection of policies. The inspector also discussed the nursery's self-evaluation.
- The inspector spoke to parents during the inspection, viewed their written feedback and took account of their views.

### Inspector

Joanne Allen

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff are fully aware of their role and responsibility in keeping children safe. Staff regularly update their knowledge of safeguarding and are confident about their individual responsibilities to keep children safe from harm. Managers use robust recruitment, induction and supervision systems to ensure that staff are suitable to care for children. They promote a strong culture of professional development across the staff workforce. For example, staff have recently accessed training for behaviour management. This has had a positive impact on children's behaviour. Links with other providers and outside professionals are embedded in practice and support children's overall development and care effectively.

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

The learning environment is well organised and stimulating. Staff plan activities but also allow children time to choose their own play. Older children's imagination and understanding of the world are promoted well. For example, they go on 'bug hunts' in the garden with clipboards and happily talk with staff. They plan what they might see and record the items with meaningful marks and illustrations on paper. Staff support younger children to count alongside them and use mathematical language, such as 'more', 'full' and 'empty' when asking children if they would like a drink. They talk sensitively to babies and encourage good eye contact. Babies are confident to crawl and cruise around the well organised and spacious baby rooms and enjoy exploring an enclosed area of the nursery garden, while using age-appropriate resources. Staff make accurate assessments of individual children's starting points and successfully help them to reach their next steps in learning.

### Personal development, behaviour and welfare are good

Children are happy, confident and eager to learn. Staff who work with the youngest children are sensitive to their individual care needs. They attentively notice the signs that babies are hungry or tired and respond quickly. Children are independent and encouraged to lead a healthy lifestyle. For example, pre-school children take responsibility to select their cutlery and plates and help clear the table at lunchtime. Children have numerous opportunities to learn about themselves, the lives of others and the wider world, this helps promote their understanding of difference well. Staff provide opportunities for children to develop their physical skills. Children are keen to show their balance and coordination skills in the outdoor area. They help to arrange different objects to walk across and demonstrate good physical skills. Children have opportunities to have fresh air and exercise on a daily basis.

### Outcomes for children are good

Children make good progress with their learning and development, including the children who speak English as an additional language. They are well prepared for their next stage of learning and subsequent move to school. Children enjoy looking at books with staff. They have regular access to resources to stimulate their early writing skills. Children have opportunities to count and learn letter sounds during daily routines.

## Setting details

<b>Unique reference number</b>	120260
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066241
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Teddies Childcare Provision Limited
<b>Registered person unique reference number</b>	RP900872
<b>Date of previous inspection</b>	1 June 2016
<b>Telephone number</b>	01483 617712

Bright Horizons Teddies Woking Day Nursery and Preschool is one of a national chain of nurseries owned and managed by Bright Horizons Family Solutions. It is located in Woking, Surrey. The nursery is open five days a week from 7.45am until 6pm for 51 weeks of the year. It is in receipt of funding for nursery education sessions for children aged three and four years. There are 14 members of childcare staff working with the children and, of these, 10 have early years qualifications.

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