

Bright Horizons Farnham Day Nursery And Preschool



1 Wilkinson Way, Monkton Lane, Farnham GU9 9FA

Inspection date	5 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

The provision requires improvement. It is not yet good because:

- Managers do not check that staff training is effective enough to ensure that all staff can be left to carry out all of their duties.
- Staff do not have a secure knowledge and understanding of how children learn to listen and speak. They are not well equipped to teach very young children, or children with delayed starts, how to make good progress quickly.
- Staff do not consistently share key information with parents, such as the name of their key person, dates for room changes or the next steps in their children's learning.
- Some staff do not clearly identify the signs that indicate when some children are seeking more attention and challenge.

It has the following strengths

- Managers monitor the progress that different groups of children make and use this information well to make improvements. For example, more books have been added to increase children's interest in stories.
- Staff are highly alert and responsive to the needs of babies, who flourish in the security provided by the attentive and caring staff.
- Children's physical development is consistently very good. They strengthen their muscles on climbing apparatus and as they use a wide range of different tools.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff training is prompt and effective enough to equip all staff with the knowledge and skills to meet their roles and responsibilities	20/12/2018
ensure that staff know how young children learn to listen and speak, and what they can do to help children make faster rates of progress in these skills	20/12/2018
implement an effective key-person system that enables parents to work in partnership with staff to provide greater continuity in children's learning and care.	20/12/2018

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

- recognise when high-achieving children require further challenge and provide more opportunities for them to experiment, explore and learn at a higher level.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the leadership team.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management requires improvement

The experienced leadership team from the parent company is currently following through comprehensive investigations of recent breaches in requirements. However, managers continue to struggle to ensure that all staff carry through recent training to check if children have specific food requirements before they give them a snack. On this occasion, no child came to any harm. Safeguarding is effective. The manager prioritises training on child protection and checks that staff know how to identify any such concerns and respond appropriately. She quickly enrolls those staff who do not hold current certificates in paediatric first aid on to training. The manager acts promptly to inform the necessary authorities, staff and parents when children contract infectious diseases. She is quick to share information to help all those caring for the children to know how to identify specific viruses and to act to protect children.

Quality of teaching, learning and assessment requires improvement

Staff make regular assessments of children's achievements but, on occasions, do not recognise when high-achieving children require further challenge. Staff talk with children; they sing rhymes and share stories together. Overall, children make good progress in their communication and language. However, some staff lack a clear understanding of how children learn to speak and what they can do to promote these skills earlier with toddlers or children with delayed starts. The early years teacher has experience of working with children who have special educational needs and/or disabilities. She uses the guidance she receives from specialist services to plan and adapt activities to meet children's individual needs more effectively.

Personal development, behaviour and welfare require improvement

The nursery is growing rapidly and children and their parents have experienced frequent changes in carers, sometimes without notice. This means that parents cannot help prepare their children for change or work towards common learning goals. However, staff are kind, caring and very committed to developing effective room teams, and children soon become happily engaged in exploring new rich learning environments. Managers monitor hygiene practice in the nursery well. The premises indoors and outdoors are superbly designed and equipped, and staff use them well to create exciting learning opportunities. For example, children find imaginative ways to move water from their car-wash station to put out a pretend fire. They play thoughtfully together and agree how to adapt road signs to alert their friends to new dangers and fire engines ahead.

Outcomes for children require improvement

Some children do not make good progress quickly enough in listening and speaking. Other high-achieving children are not consistently challenged to meet their potential. However, all ages of children engage in a good range of different and interesting activities each day. They are happy and enjoy plenty of outdoor play and exercise throughout the day. Children sleep when they need to, learn to eat a wider range of food and make good friendships. Older children are confident to voice their ideas and are well prepared socially and emotionally for school.

Setting details

Unique reference number	EY548045
Local authority	Surrey
Inspection number	10082778
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 4
Total number of places	92
Number of children on roll	100
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	Not applicable
Telephone number	01252 917078

Bright Horizons Farnham Day Nursery and Preschool registered in 2017. It is open from 7.30am to 6.30pm throughout the year. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs 29 staff who work with the children and a team of four domestic staff. There are 21 staff who hold appropriate qualifications at level 3 or above. Three staff are qualified at level 6 and one holds early years teacher status.

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.

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