

# Bright Horizons Caterham Burntwood Lane Day Nursery and Preschool

Burntwood Lane, Caterham-on-the-Hill, Surrey CR3 5UL

<b>Inspection date</b>	9 May 2019
Previous inspection date	30 May 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- The manager and her staff do not effectively use the information gained from parents about children's special educational needs and/or disabilities. This means that important information may not be shared with relevant agencies in a timely manner.
- Staff do not keep an accurate record of accidents or injuries, as required.
- The arrangements in place to support children joining the setting are not fully embedded to ensure that all children build strong attachments to their key person.
- Sometimes, staff do not recognise when to intervene and challenge children to develop their thinking skills further.
- In the mornings, staff do not consistently provide older children with a good range of resources and purposeful activities to choose from.

### It has the following strengths

- The new manager has evaluated her provision and developed a clear action plan of the areas of development, which is being implemented.
- Children acquire the skills they need for future learning and starting school.

## 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
implement effective arrangements to ensure that all staff are alert to the procedures they must follow to support children with special educational needs and/or disabilities, to ensure that these are reported to relevant agencies in a timely manner	14/06/2019
ensure all staff working with children understand the accident reporting procedures and know their responsibilities.	14/06/2019

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

- improve the arrangements for settling in new children, to support them to develop strong emotional attachments to their key persons
- strengthen staff's questioning skills to stretch and challenge children to develop their thinking and problem-solving skills to a higher level
- review the organisation of activities and resources in the mornings so that children's level of engagement is consistently high.

### Inspection activities

- The inspector observed the quality of teaching and the impact that this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector spoke with parents and took account of their views.
- The inspector met with the manager to look at a range of documentation, including policies, staff records, self-evaluation, recruitment and training, and safeguarding procedures.

### Inspector

Nicola Edwards

## Inspection findings

### Effectiveness of leadership and management requires improvement

Arrangements to support children with special educational needs and/or disabilities are not effectively used. Interventions and support are not swiftly implemented to ensure that children are supported to make the best possible progress. However, the manager has taken steps to develop assessment procedures to improve the outcomes for children. Safeguarding is effective. The manager and her staff talk confidently about the signs that indicate a child may be at risk of abuse, neglect or being drawn into extreme behaviours or ideas. They know the procedures they must follow to report any concerns. The manager has implemented a secure system for supervision and peer observation, to develop staff practice and identify training needs. For example, staff are scheduled to attend sign language training to develop communication skills further. However, monitoring systems to ensure that staff have a thorough understanding of health and safety procedures are not fully effective. The arrangements to deal with an accident are appropriate, but staff do not keep the required records. Overall, partnerships with parents are good. Parents speak highly of the good communication that they receive about their children's development.

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

Staff use their observations and assessments to plan age-appropriate next steps to support children's learning. Young children have good opportunities to develop their creative skills. For instance, they concentrate well as they pour glitter and lentils through funnels to make sensory bottles. Staff capture children's interest in books well. Children listen intently as staff enthusiastically read stories and are eager to point out what is happening. Older children are supported to develop their understanding of mathematical concepts. For example, they eagerly await their turn as they select objects to match colours and shapes. Others enjoy taking part in number games with staff as they learn to count numbers up to 100.

### Personal development, behaviour and welfare require improvement

Although settling-in arrangements are in place, these are not used effectively to help children feel emotionally secure. In the mornings, staff do not effectively use their knowledge of older children's interests to plan the environment in order to quickly engage them in activities. Despite this, children's behaviour is good. Staff are good role models and encourage all children to be kind, share and take turns. Children develop good self-care skills. For instance, they enjoy serving their meals. Staff sit with the children at mealtimes and encourage them to use good table manners. Individual care routines of the youngest children are positive and nurturing. Staff sing gently to babies as they cuddle up for bottles and soothe them as they fall asleep.

### Outcomes for children are good

Children make good progress from their starting points, including those who speak English as an additional language. Children understand that print carries meaning as they explore factual books about mini-beasts to learn about the spider they found in the garden. Children demonstrate high levels of concentration as they learn how to control the computer mouse to make items bigger and smaller.

## Setting details

<b>Unique reference number</b>	EY281897
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10104993
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Asquith Nurseries Limited
<b>Registered person unique reference number</b>	RP900811
<b>Date of previous inspection</b>	30 May 2017
<b>Telephone number</b>	01883 330122

Bright Horizons Caterham Burntwood Lane Day Nursery and Preschool registered in 2001 and is located in Caterham-on-the-Hill, Surrey. The nursery is open each weekday from 7.30am to 6.30pm. Funding is accepted to provide free early education for children aged two, three and four years. 19 members of staff work with the children. Of these, 14 hold relevant early years qualifications at level 2 or above.

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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