

Inspection of Bright Horizons Inglewood Day Nursery And Preschool

Sonning Lane, Sonning, READING RG4 6ST

Inspection date:

9 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff offer children vast, secure outdoor spaces to play and learn and a range of extra-curricular activities. Children over two years old take part in weekly swimming lessons and sports coaching sessions. Pre-school children enjoy forest school-based activities within the grounds of the nursery. Overall, children are happy and behave well. Older children have warm bonds with staff and are keen to join in with their activities. They are developing high levels of independence and confidence and show motivation to learn. However, some weaknesses in senior leadership and staffing have impacted on the quality of the provision.

The key-person system, particularly for children under two years old, is not fully established. Staff do not consistently help the youngest children attending to develop emotional security. Arrangements for the supervision and coaching of staff to support their professional development and knowledge is not strong enough. As a result, some staff do not have a good enough understanding of their roles and responsibilities. Some staff, in particular those working with children aged under two years old, do not have a secure awareness of how to plan effectively for children's next steps based on what children can already do. Nevertheless, the newly appointed manager has a vision for future improvement. Staff show a willingness to continually improve practice.

What does the early years setting do well and what does it need to do better?

- Staff interactions with children in the under-two age-based rooms are not consistently good enough to help children to feel safe and secure. Some staff do not fully understand their key-person responsibilities. For example, they carry out routine tasks in preference to tending to children who are hungry, upset or tired. Some staff do not know, or do not follow, children's individual routines, such as sleep patterns. Children receive healthy and nutritious meals. However, at inspection, lunch was delayed. Many older children had to wait at tables for their meal. This delay resulted in some children being too tired or upset to eat. Staff were not always proactive enough to utilise time to extend children's learning opportunities.
- Some staff have not received enough support to help them plan well enough to ensure children make consistent progress across all areas of learning. This results in some staff lacking confidence to explain what children already know and the purpose of their activities to support children's next steps. Consequently, children are not always provided with the best possible start for their early education.
- Arrangements for managers to support staff in their professional development are not yet secure enough. This includes a lack of guidance to help staff understand their roles and responsibilities and implement their curriculum. For

example, staff do not always deploy themselves well enough to promote children's motivation to learn. Staff working with the younger children do not routinely clear the terrace garden of fallen leaves and acorns, as expected to, in order to offer children opportunities to be outdoors. When they do go outside, staff interact well overall, as children explore with sand and develop awareness of early mark making. Older children enjoy a much broader range of outdoor learning. They demonstrate confidence and show their physical abilities on swings, riding tricycles and climbing.

- Some staff working with children under two years old miss ways to embed children's awareness of healthy lifestyles, for example by encouraging handwashing routines. However, older children are more capable in their self-care skills. Independent toileting, for example, is encouraged well with children in the oldest age-based rooms, to enhance children's readiness for the next stages of their learning. Older children benefit from yoga activities. They listen and follow staff instructions. Children are keen to join in and demonstrate how they can move their bodies in different ways.
- Leaders are not realistic enough about the main pressures on staff. For example, due to a shortage of housekeeping staff, staff have to undertake extra duties such as cleaning and washing up. This impacts on workload and takes staff away from their responsibilities to children.
- Highly established partnership working with other professionals and parents makes a strong impact on the needs of children with special educational needs and/or disabilities. Staff are confident to make interventions as required.
- Older children behave very well. They show positive attitudes to their learning. For example, they develop good levels of language and interest in literacy. Older children thoroughly enjoy listening to stories. They respond confidently as staff ask what is happening and are keen to offer their views and ideas.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment procedures help to ensure that staff are suitable. Staff complete regular risk assessments on the environment to identify and act on any hazards. Effective practice, for example, when children take part in swimming lessons, supports children's safety. Staff demonstrate a secure understanding of how to safeguard and protect children. They demonstrate a good awareness of possible indicators of abuse or neglect and the procedures to follow should they have a concern about a child in their care. Overall, staff have a good knowledge of all aspects of safeguarding matters. This knowledge is updated on a regular basis through training and staff meetings.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

| | Due date |
|--|-----------------|
| ensure that staff understand their role as a key person and tailor care to meet children's individual needs and support children's emotional security | 07/10/2019 |
| improve the arrangements for staff supervision, coaching, training and support to help staff enhance their personal effectiveness and develop a clear understanding of their roles and responsibilities to promote the interests of children | 28/10/2019 |
| enhance staff knowledge of how to implement planning for activities based on children's specific needs, and what children already know, in order to help all children to make good or better progress. | 28/10/2019 |

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

- enhance the ways leaders engage with staff and managers to minimise the workload and associated pressures upon them
- give clear and consistent messages to the younger children to help them understand the benefits of healthy lifestyles.

Setting details

| | |
|--|---|
| Unique reference number | EY549213 |
| Local authority | Wokingham |
| Inspection number | 10121166 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 to 4 |
| Total number of places | 187 |
| Number of children on roll | 196 |
| Name of registered person | Bright Horizons Family Solutions Limited |
| Registered person unique reference number | RP901358 |
| Telephone number | 01189448338 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Bright Horizons Inglewood Day Nursery and Preschool re-registered in 2017. It is based in Sonning, near Reading, Berkshire. There are 42 staff employed to work with children. Of these, three staff hold a relevant qualification at level 6 and 21 staff hold a relevant qualification at level 2 or 3. The nursery opens Monday to Friday, 8am to 6pm, for 51 weeks of the year.

Information about this inspection

Inspectors

Aileen Finan
Ingrid Howell

Inspection activities

- The inspectors completed a learning walk with the manager. Time was spent assessing how staff understand children's interests and what children already know, and how staff plan for children's next steps in learning.
- Inspectors observed staff interactions with children in all eight age-based rooms.
- Joint observations were completed by both inspectors with either the manager or deputy manager. Inspectors took time to gain an understanding of how staff are supported in their roles. Inspectors spoke with staff and children.
- Meetings were held with the manager and the provider's representative. The inspectors discussed, for example, how staff update their skills and knowledge, recruitment practice and staff supervision.
- Relevant documentation was sampled by both inspectors.

We carried out this inspection 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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