

Inspection of Bright Horizons Elm Grove Day Nursery and Preschool

12 Elm Grove, Kingston Upon Thames, Surrey KT2 6HN

Inspection date: 7 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children of all ages enjoy a wide variety of engaging activities to investigate and explore. Adults have high expectations for children's learning and behaviour. Older children gently remind others of the rules when playing games together, whereas younger children receive clear explanations about being kind and taking turns. Staff role model effective relationships, for instance, by offering to help their colleagues and using positive language when speaking together. Information is generally shared well between staff and other agencies but, at times, key people lack some information to help them in their role. Children have access to a wide range of extra-curricular activities. They enjoyed making pancakes with the chef, before talking about the ingredients they used and how they tasted. An information and communication technology suite and an art studio are available to the children. Toddlers enjoy learning about space and volume as they experiment with filling and emptying different containers with water, while younger children use different animal toys and paint to make marks across their paper. Children are given a lot of praise and encouragement and enjoy testing out their ideas. They enjoy accessing different parts of the provision. However, transition times around lunch and sleep times can be disorganised.

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

- Children of all ages have access to a varied and interesting curriculum which is planned based on their individual needs. Older children giggle as they test out which ingredients are good for making play dough. Staff introduce vocabulary to describe the mixture, with children referring to it as 'sticky' and 'wibbly wobbly'.
- Parents are an integral part of the provision and are encouraged to be involved in their children's experiences. Feedback from parents is carefully considered by the management team and has led to further improvements. The manager has recently provided parents with information about how children learn best through play and how the activities provided support their learning and development.
- All children are allocated a key person to help them settle and feel safe. In most cases, key persons know all the important information about a child and their learning needs. However, sometimes, information is less well shared between staff, parents and other professionals and is not communicated as fully as possible.
- The manager is ambitious and has a clear awareness of how she can further develop and enhance the already strong provision. She has focused and targeted plans in place to progress the provision further. Staff explain that they feel supported and enjoy working at the setting, making the environment feel happy and relaxed.
- Children benefit from the introduction of lots of mathematical concepts and

language. Pre-school children use rulers to measure their sculptures made from magnetic shapes. Younger children are introduced to early calculations, as they work out how many pieces of play dough are needed for everyone to have a piece.

- Children are very independent. They serve their own food and drinks and show pride in their achievements. However, transitions between lunch and rest times can be disorganised, meaning some children need to wait a long time to receive their food or for help when settling down to sleep.
- Staff receive tailored support through supervision meetings and appraisals. Any gaps in their learning needs are carefully identified and supported through relevant coaching and training. The training provided to staff is well targeted to ensure the impact of attending will be beneficial to the children they care for.
- The manager has taken appropriate action following an incident where a child was able to leave the setting unsupervised. A thorough investigation has led to the provider taking additional action to ensure this does not happen again. Children are now collected from a different door of the building which has less immediate access to the outdoor gate. In addition, a fence which children used to climb on to press the exit key has been made inaccessible. Parents have also been kept informed of the incident and are reminded about how they can improve the security of the premises.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a very clear understanding of their responsibilities in keeping children safe. They understand the procedures they should follow if they have a safeguarding concern and know the signs that a child could be at risk. Staff are aware of the whistle-blowing policy and know how to progress any concerns they may have. The senior management team monitors the number of accidents in the setting and focuses on improvements to ensure risks can be avoided. All staff are aware of the importance of monitoring children's attendance and the links poor attendance has with potential safeguarding issues.

What does the setting need to do to improve?

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

- review the procedures for sharing relevant information between staff, parents and other professionals to ensure adults working with children have all the information they need to provide consistently high-quality support
- explore ways to manage transition times more effectively across the nursery, particularly around lunch and sleep times.

Setting details

Unique reference number	EY385383
Local authority	Kingston upon Thames
Inspection number	10124902
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 5
Total number of places	99
Number of children on roll	97
Name of registered person	Casterbridge Nurseries Ltd
Registered person unique reference number	RP900869
Telephone number	02030780 3063
Date of previous inspection	10 June 2014

Information about this early years setting

Bright Horizons Elm Grove Day Nursery and Preschool is an established nursery that registered under Bright Horizons Nurseries Limited in 2010. It operates from two-storey, purpose-built premises close to Kingston town centre. There are eight playrooms available for the children attending, which include a drama studio and a media suite. There are fully enclosed areas for outside play. There is disabled access to the spacious ground-floor areas of the premises. The nursery is in receipt of funding for free early years education for children aged two, three and four years. Children attend for a variety of sessions. The nursery employs 33 members of staff. Of these, one holds a level 6 qualification, and 19 hold an appropriate early years qualification.

Information about this inspection

Inspectors

Amanda May
Becky Phillips

Inspection activities

- The inspectors completed a learning walk with the manager before observing care routines and activities in each of the base rooms.
- The manager and the lead inspector conducted a joint observation to assess the quality of teaching.
- The inspectors gathered the views of a sample of parents, staff and children at appropriate times.
- The inspectors reviewed a small sample of written records and documentation.
- This inspection was carried out following the risk assessment process.

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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