

Inspection of Bright Horizons Godalming Day Nursery and Preschool

106-108 High Street, Godalming, Surrey GU7 1AQ

Inspection date: 3 June 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Ineffective staffing arrangements have an adverse effect on the quality of children's experiences in the setting, overall. Staff are unable to fulfil their roles and responsibilities fully, as there are insufficient numbers of staff available to work directly with the children, despite ratios being met. At times, the learning environment is noisy and chaotic, particularly when staff combine large groups of children in one classroom to manage staffing arrangements.

Staff do not plan effectively for children who have experienced a setback in their learning due to the COVID-19 (coronavirus) pandemic, such as in their language and social development. In particular, children with special educational needs and/or disabilities (SEND) do not receive the support they need to fulfil their individual learning potential, placing them at a disadvantage. Planned activities fail to challenge or motivate children in their learning, with older children become distracted easily, leading to a deterioration in their generally good behaviour.

Despite weakness in staffing, staff show kindness and a caring nature towards the children, who in turn show they feel happy and secure. However, children's personal development and well-being cannot be assured, overall. Staff's failure to act to safeguard children when concerns arise, means that children experience a false sense of security in the setting.

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

- The provider does not monitor the provision effectively. Staff, including those who have been promoted to new leadership roles, do not benefit from effective supervision, training and support that helps them to improve the quality of their teaching and personal effectiveness. The provider fails to effectively oversee the role of the designated safeguarding leads (DSL) or monitor staff implementation of the setting's safeguarding policies sufficiently.
- Staff fail to work in effective partnership with parents and others to ensure early intervention and precise support for children, including children with SEND. Staff are unclear whether children are eligible for additional funding, such as early years pupil premium funding. They fail to be proactive in accessing additional support for those children who are eligible.
- The provider does not manage staff's well-being and workload effectively. Auxiliary staff, such as the agency chef, cover staffing in rooms due to shortages of staff to work with children. Newly appointed managers work in ratio in the rooms and are unable to develop fully in their leadership roles. Staff have limited time to spend with children as frequent interruptions throughout the day affect the quality of interactions to support children's learning. For example, staff are routinely busy attending to housekeeping tasks, which restrict the time available

to talk with children or join in their games.

- Staff's expectations for older children are not high enough. Despite being qualified, staff do not successfully implement a curriculum that focuses precisely enough on helping children work towards their next steps in learning. Staff are not clear on the purpose of the activities they set out for the day. They do not spend purposeful time talking to children or modelling language to them, in order to develop children's speaking skills and vocabulary well. This does not support a successful start in readiness for children's move to the next stage of their education.
- Staff working with the youngest age group do not demonstrate a secure knowledge of child development. They plan activities that are too advanced for the young age of the children. For example, staff's intention for an activity included children matching colours and naming them. Babies gained very little benefit for their learning from this activity as they are unable to say colour names, due to their young age.
- Despite the lack of good quality staff support, children enjoy making choices about what they want to play with and follow their own ideas. Babies express their creativity as they make handprints in paint. Older children work on projects together, although they lack support to persevere, when they are faced with tasks they find difficult to do on their own. Children express their opinions readily to staff, although, at times, their views are not acknowledged. For example, when older children share that they do not like the lunchtime meal but indicate they are hungry, staff fail to act upon their views.
- All children benefit from play in the outdoors area, where older children show great interest in hunting for bugs and young babies gain confidence in taking their first steps. Children are offered a range of healthy meals that reflect their dietary needs. They develop independence in self-care skills, remembering to wash their hands before mealtimes. Children listen to and follow staff instructions well. Although, on occasions, older children's behaviour becomes boisterous, due to the lack of challenge for their learning.

Safeguarding

The arrangements for safeguarding are not effective.

The provider fails to create a safeguarding culture in the setting that allows for accurate record keeping, early identification and robust information sharing to assure children's safety. Staff's safeguarding knowledge is inconsistent and they inaccurately identify risks to children. Staff, including the designated safeguarding leads (DSL), fail to act quickly or efficiently, when a concern arises. Suitable procedures are in place to assure the suitability of staff, including agency staff cover. Daily safety checks ensure safe places for children to play. However, overall, children's safety cannot be assured, due to staff's failure to follow the setting's policy and procedure for safeguarding.

What does the setting need to do to improve?

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

	Due date
ensure that the designated safeguarding leads understands their responsibility and are capable of fulfilling the role, to enable them to give effective support, advice and guidance to other staff so that any concerns about children are swiftly identified and acted upon	01/07/2021
train all staff to understand the safeguarding policy and procedures, to ensure they have up-to-date knowledge of safeguarding issues, including being alert to concerns in a child's life and when and how to escalate concerns they have about children	01/07/2021
ensure staffing arrangements allow for sufficient staff to work directly with children and that they are effectively deployed to meet children's needs	01/07/2021
ensure effective supervision opportunities for staff that provides coaching, mentoring and training so that staff better understand the areas of learning they teach and the way children learn best	01/07/2021
deliver learning experiences that consistently motivate children to learn and that provide good levels of challenge and support for all children, including children with special educational needs and/or disabilities, so that all children achieve the best possible outcomes.	30/07/2021

Setting details

Unique reference number	EY222638
Local authority	Surrey
Inspection number	10194681
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 at time of inspection	0 to 4
Total number of places	56
Number of children on roll	48
Name of registered person	Teddies Childcare Provision Limited
Registered person unique reference number	RP900872
Telephone number	01483 617713
Date of previous inspection	26 October 2016

Information about this early years setting

Bright Horizons Godalming Day Nursery and Preschool registered in 2002. It operates in the centre of Godalming, Surrey. The nursery opens throughout the year from 8am to 6pm, excluding Christmas and bank holidays. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Melissa Cox

Inspection activities

- This was the first inspection the setting has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in their evaluation of the setting. The inspection was completed without notice.
- The inspector observed children's play indoors and outdoors.
- The inspector conducted a joint observation of snack time and a focus activity in the pre-school with the deputy manager.
- Meetings were held with the deputy manager and early years specialists.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021