

Inspection of Bright Horizons Leatherhead Day Nursery and Preschool

1 Hazeldean, Station Road, Leatherhead, Surrey KT22 7AA

Inspection date: 18 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly at the door by their key person. Staff support children's transition into the setting sensitively. They recognise the possible impact of parents dropping children off at the door in light of the COVID-19 (coronavirus) pandemic. Once inside, staff take children to their room where they are welcomed by other children and supported to settle in. For example, those who are unsure about coming into the setting are given time to adjust. Other children look for resources they think they might like to play with.

Children enjoy breakfast when they arrive before coming together to enjoy a story. They confidently share what they know and can do. For example, they proudly share drawings with others. Older children are supported to listen and share their experiences with each other. During role play, children ask each other what type of coffee they would like in the pretend coffee shop. They offer each other a latte or cappuccino.

Children have the opportunity to explore a variety of resources in the outdoor area. They take turns to pour water down a water wall and catch it at the bottom. Children are able to enjoy some quiet time in the covered cosy book area while others excitedly work together on a bug hunt.

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

- Leaders took effective steps to support children's well-being following the issue of a welfare requirements notice after a recent Ofsted visit. They have put in place risk assessments to ensure the temperature of the setting remains suitable. Newly recruited staff have been well informed of any changes to the risk assessments during a thorough induction programme. Staff report that they felt adapting to some changes in practice was challenging. However, leaders are aware of this and are actively supporting staff well-being. As a result, staff feel positive and settled.
- Leaders implement a supportive supervision process, which allows staff the opportunity to discuss any concerns they have. However, leaders do not ensure that staff receive clear and regular feedback about areas of practice where they can improve upon. At times, this impacts on how well the staff deliver the curriculum to ensure teaching has the biggest impact on children's development.
- Staff use their good knowledge of what children know and can do to effectively plan activities to meet their interests and support their learning. For instance, children are interested in the story of the three little pigs. They already know that the house of straw can be blown down. Staff suggest children experiment with adding water to straw to see if this will make it stronger.
- Partnership with parents is positive. Parents express that they receive regular

feedback about the progress their children make. Staff provide parents with useful ideas as to how they can support their children's learning at home. Parents are happy with the care that is provided. Leaders keep parents informed of any changes to practice. For example, they openly communicated the recent changes they made in order to maintain a safe temperature within the rooms.

- Staff support children to learn how to take care of themselves effectively. Staff teach older children to look in the mirror to successfully wipe their faces clean after lunch. This helps children to develop good independence skills.
- Staff support younger children well to develop their language skills. They sing songs with children, such as 'If you're happy and you know it' and encourage them to take turns to do the actions. Staff allow each child to have a turn and encourage other children to listen. This helps children to feel valued.
- Children demonstrate curiosity and a positive attitude to learning. For example, they decide they need to make the room darker in order to use their torches. Children ask staff to close the blinds. Staff warn children that they may need to take more care while the room is darker. This supports children to effectively manage risks. Children develop their imagination as they pretend they are monsters living in a dark cave.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff know what to look for in order to identify signs that a child may be suffering abuse and they know how to record and report such concerns. Staff understand the policies in place to keep children safe. For example, they know how to recognise, and report concerns if they witness inappropriate behaviour from another staff member. Robust recruitment and induction procedures are in place. All staff must attend in-house safeguarding training before they are able to start. Recently improved risk assessments ensures the premises are safe and suitable for all children. Leaders have reviewed and updated children's records to ensure their safety and well-being is effectively managed.

What does the setting need to do to improve?

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

- enhance the systems in place for monitoring staff practice to ensure staff receive regular and clear feedback as to how they can focus teaching to have the biggest impact on all children's development.

Setting details

Unique reference number	2509144
Local authority	Surrey
Inspection number	10203986
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	89
Number of children on roll	118
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01372 238320
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons Leatherhead Day Nursery and Preschool is located in Leatherhead, Surrey. They are open Monday to Friday from 7.30am to 6.30pm. There are 20 members of staff, 12 of whom hold a childcare qualification. The nursery are in receipt of early education funding for three and four year olds.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector sampled documentation such as staff supervisions, first-aid certificates, and children's information.
- The manager and the inspector took part in learning walk to find out what they intend children to learn and how staff implement the curriculum.
- The inspector carried out a joint observation to find out how they evaluate the teaching and how they promote professional development.
- The inspector spoke to staff and children throughout the inspection and gained views of parents.

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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