

Inspection of Bright Horizons Wokingham Day Nursery and Preschool

Unit 7, Millars Brook, Molly Millars Lane, WOKINGHAM, Berkshire RG41 2AD

Inspection date:

27 September 2021

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

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of education is variable. Children make adequate progress in their speaking and communication skills. They take part in familiar routines, such as song and story times, where some children join in. At times, staff suitably repeat language for children so they hear the correct pronunciation of sounds and words. However, staff do not routinely support children to speak and practise their language skills, in order that children, including children with special educational needs and/or disabilities (SEND) communicate their needs confidently.

Babies develop strong attachments to staff and show they are settled and happy in staff's care. Older children enjoy the company of their friends, and generally play well alongside each other. However, staff do not place sufficient focus on helping children to develop friendships with others. They do not help children work cooperatively on projects and talk about their feelings, in order to develop strong social skills. At times, children lack the motivation to join in with activities and when faced with a setback or a difficult challenge, some children give up quickly.

All children show great enjoyment when playing outside. They successfully negotiate an obstacle course and jump with confidence on the stepping stones, showing good regard to safety. Children test their skills of coordination as they ride bicycles and as they kick balls into nets. Babies practise new skills, such as crawling and pulling themselves up to stand, under the careful watch of staff.

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

- The manager's vision for the setting accurately prioritises children's safety and staff well-being. This supports safe environments for children and ensures a committed staff team, who report high levels of morale. However, leaders do not effectively monitor the impact of the training that staff receive, so that the setting's vision for children's learning is well understood by the team. Learning priorities linked to promoting children's communication and social skills are not successfully delivered.
- Staff do not plan a curriculum that focuses precisely enough on helping children work towards their next steps in learning. Additionally, staff do not always present information clearly in a sequence that helps children make links with what they already know, so that children can build on their prior learning. Although staff use children's interests as a basis for the activities they provide, at times, activities lack a clear intention. For example, staff capture children's love for a popular story character. However, despite staff's good intentions, the aim of the activity is not well thought-out or resourced by staff.
- Despite staff's variable support for children's learning, children show some interest in leading their own play. For example, older children follow their own

ideas, such as making handprints on paper with paint and creating magical potions with their friends. However, children are not motivated or excited by the range of activities on offer and quickly lose interest. At times, children sit compliantly and do not play an active part.

- Children generally manage their feelings well. They show kindness to their peers. However, staff provide inconsistent messages to children when any disagreements occur, which does not help children understand how to regulate their behaviour on their own. Children make some gains in their learning, but this is not rapid enough to ensure they securely gain the skills needed for their move on to the next stage in their education.
- Staff suitably promote children's healthy lifestyles. Children benefit from nutritious meals that are reflective of their dietary needs and which children enjoy. They develop some independence in their self-care skills, such as learning to use cutlery at mealtimes. Improvements to the outdoor learning environment successfully support children's love for playing in the fresh air. However, despite staff's regard to promoting children's physical development well overall, they do not consistently help children to develop their resilience or confidence to overcome challenges. Consequently, this has an impact on children's emotional well-being.
- Parents speak very highly of the setting and the staff. They access information about their child's day through an online application and comment positively on the good exchange of information. The setting promotes a range of ideas for parents to build further on children's learning at home, including through a lending library of resources. The setting works well in partnership with external agencies to seek advice and access further training, as necessary.

Safeguarding

The arrangements for safeguarding are effective.

The manager promotes an effective culture of safeguarding in the setting. She supports a proactive approach of early identification of children's needs, in line with local safeguarding thresholds. Staff benefit from regular training and supervision where they explore a wide range of safeguarding matters. They show an effective understanding of signs that may indicate a child is at risk of harm, including extreme views and behaviours. Robust recruitment procedures assure staff's suitability to work with children. Staff have a clear understanding of what to do if they hold a concern about an adult's behaviour or conduct. They follow suitable procedures when serving food to ensure children's dietary needs are met. The premises are maintained at a comfortable temperature.

What does the setting need to do to improve?

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

	Due date
monitor staff's implementation of the curriculum more precisely, so that the training that staff receive is well understood and delivered in practice, in order that effective support is provided to children in line with the setting's priorities	24/01/2022
implement a well-planned curriculum that focusses on supporting all children, including children with SEND to develop their social skills and gain high levels of confidence in communication and language	24/01/2022
improve the quality of staff support for children so that information is presented to children clearly and that staff interactions challenge and ignite children's curiosity and enthusiasm for learning.	24/01/2022

Setting details

Unique reference number	EY439405
Local authority	Wokingham
Inspection number	10204633
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	1 to 4
Total number of places	88
Number of children on roll	38
Name of registered person	Kidsunlimited Limited
Registered person unique reference number	RP900864
Telephone number	0118 402 2367
Date of previous inspection	24 August 2018

Information about this early years setting

Bright Horizons Wokingham registered in 2012. It is located in Wokingham, Berkshire. The setting is open each weekday from 7.30am to 6pm all year round, excluding bank holidays. There are 16 staff working with the children. Of these, 11 staff hold appropriate early years qualifications. The setting receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Melissa Cox

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to children and staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager and the Early Childhood Specialist.
- The manager showed documentation to the inspector, that demonstrates the suitability of staff.
- The inspector spoke to several parents during the inspection and took account of their written views.

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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