

Inspection of Bright Horizons Woking Nursery & Preschool

Sandringham Court, Guildford Road, Woking GU22 7QU

Inspection date: 12 January 2022

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

Although staff know children's individual learning needs, they do not provide teaching that supports some of their needs well enough. In particular, some children do not receive sufficient support for their communication and language development. For example, some staff do not consistently extend children's language or pick up on their attempts to speak. This means children, sometimes, do not hear enough language to help them further develop their vocabulary and sentence structure. However, at other times, some staff introduce more complex language, which offers challenge to the most able children. For example, during a large-group activity in the pre-school room, a small number of children recalled words such as 'continent'. At times, staff do not use their knowledge of individual children and their assessment information well enough. This information is not always acted on quickly when there are possible concerns about children's development and progress, for instance to seek advice and guidance from relevant outside professionals.

Children are happy and settled. They form positive relationships with their key person and other staff, helping them to feel safe and secure. Some children develop skills for the future, such as being able to listen and concentrate. Children develop their independence, such as at snack and mealtimes. However, sometimes, staff do not fully encourage children to do more for themselves. Children access activities that are interesting. Toddlers enjoyed exploring 'gloop' with different tools and containers, and pre-school children were fascinated by sand with added glitter.

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

- The manager, who has been in post for a few months, along with the senior leadership team have started to identify what they need to improve. They demonstrate a commitment to continuing to raise the quality of the provision, such as through further training for staff. The manager has recently completed a review of children's assessment information, along with identifying the impact of COVID-19. Through this, she has identified that children need more support in their communication and language development. However, some staff do not provide good enough support to help quickly close gaps in some children's learning.
- Staff have a secure knowledge and understanding about children's learning needs and progress. They identify what children know and can do. They speak to relevant staff, such as the manager and special educational needs coordinator (SENCo) should they have concerns about a child's development. Support plans are put in place to try and help children catch up. However, sometimes, there are delays in seeking further guidance and help when appropriate, such as from outside professionals. The manager and SENCo demonstrate they know and

understand the importance of working with outside professionals. This includes using professional's advice about how to support children's needs.

- Staff say their well-being is supported with care and consideration. The manager demonstrates a caring approach towards staff. New staff have regular meetings as part of their induction, which helps them settle in to their roles well. The senior leadership team recognises that some staff have not had frequent supervision and that they are not on target with providing these meetings to staff. As a result, some staff are not getting enough support to help them improve their skills and practice. At the time of the inspection, the manager had just started to complete supervision meetings with senior staff and planned to provide these to the rest of the staff team.
- Staff positively praise children for their efforts and achievements. This helps children to build their confidence in their abilities and promotes their self-esteem. Children behave well. Staff provide good support to help children learn to share and take turns. Children develop independence. For example, pre-school children take themselves to the toilet and use spoons to serve their own lunch. Younger children, with staff support, are learning how to pour their own drinks. At times, staff do not fully extend children's developing skills, to help encourage them to try and do more for themselves.
- Partnerships with parents are developing positively. Staff provide regular communication to them about their children. For example, the parent app provides information about children's care needs and activities. Parents say their children are happy to attend and also praise the staff and manager for their care of their children. They state they have seen improvements since the new manager has been in post.
- Children enjoy playing outdoors in the fresh air. Staff are enthusiastic in encouraging children to be active, which supports their good health. For example, during the inspection, a small group of children enjoyed a running game in the outdoor area.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead along with staff know and understand their responsibilities to protect children's welfare. They have a good knowledge and understanding of how to recognise and respond to concerns about children or other staff. Information is available to staff, such as information cards on lanyards and on display. This includes details about how to manage concerns, including making referrals to outside agencies. Staff know children's individual dietary needs securely, such as allergies. They are vigilant in supervising children while they eat to promote their safety and well-being. The recruitment procedures are robust to check staff's suitability to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
improve the support for children's communication and language development, to help children develop their vocabulary and speaking skills more effectively	11/03/2022
ensure staff receive effective supervision that supports them to develop the skills they need to carry out their roles and responsibilities, including providing consistently good teaching and interactions to support children's learning and development	11/03/2022
ensure that information about children's development is acted on and, where appropriate, support and advice from outside professionals is gained and implemented, to help children make the progress they are capable of.	11/02/2022

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

- consider further ways to extend children's developing independence, to help them learn to manage more tasks for themselves.

Setting details

Unique reference number	EY496881
Local authority	Surrey
Inspection number	10207229
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	45
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01483 617711
Date of previous inspection	11 April 2018

Information about this early years setting

Bright Horizons Woking Nursery & Preschool registered in 2016. The nursery is located in Woking, Surrey. It is open Monday to Friday, from 7.30am to 6pm, all year round, except for a week at Christmas. The provider receives funding to provide free early education for children aged three and four years. There are 22 staff employed to work with the children. Of these, 12 hold relevant early years qualifications at either level 2 or 3.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager explained the curriculum intentions to the inspector during a learning walk of the nursery.
- Discussions and meetings were held with the manager, senior leadership team and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector gained some views from parents about the nursery.
- Children interacted with and chatted to the inspector.

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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