

Inspection of Bright Horizons Haslemere Day Nursery and Preschool

7 College Hill, Haslemere, Surrey GU27 2JH

Inspection date: 12 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children receive a warm, nurturing and friendly welcome when they arrive. They respond positively to staff and learn in a fun and safe place. Children have a positive attitude to learning and are eager to join in the activities planned for them. For example, younger children watch with curiosity as they uncover shiny objects in the sand tray. They listen to staff describing the objects and repeat words they hear.

Children's behaviour is very good. Staff are good role models and treat children with kindness. Children follow their example well and use good manners. Babies smile and interact confidently with visitors and babble as staff sing familiar songs and rhymes. Children show respect for one another. They offer kind gestures to their friends and share toys as they play. Children are confident communicators. Older children talk excitedly and fluently. For example, after listening to the story about the smartest giant, they discuss when you would wear a belt, and why. Younger children learn new words. They repeat words such as 'squishy' to describe how play dough feels as they thoroughly enjoy exploring it with their fingers.

Children feel safe and secure and have lovely interactions with staff and each other. For example, staff talk animatedly to children when they are digging for dinosaur bones, asking them about what they have found. Children respond excitedly, talking about the size of each dinosaur and where it might live.

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

- The manager and staff get to know children and families well. They gather important information from parents when children first start to attend. This helps them to organise a curriculum that promotes children's learning from the start. As children develop different interests, staff provide activities that support them to move on in their learning. Children make good progress from their starting points.
- Staff follow children's interests and make the most of opportunities to promote learning during their independent play. Overall, group activities support children to develop skills in different areas of learning. However, sometimes, staff do not plan group activities to fully challenge all children. This means that some older children are not able to deepen and extend their learning.
- The enthusiastic manager supervises and supports staff very effectively. Staff comment that they are happy to be part of a supportive team. They enjoy working with children and feel that their expertise is valued. Staff are able to access training for professional development. However, on occasion, there are inconsistencies in the quality of teaching across the age groups.
- Parents speak highly of the setting. They comment favourably about the staff

and say they are kind and caring. There is a good two-way flow of information, which means that children benefit from continuity in their care. Staff work closely with parents and other professionals to make sure children with special educational needs and/or disabilities have appropriate support for their needs.

- Children have daily opportunities to practise their physical development outside, which has a positive impact on their health and well-being. Staff encourage children to be independent by fastening their own coats before going outside. Children can wash and dry their own hands and serve their own food at lunchtime. This helps to improve their confidence and self-esteem.
- Young children are supported and encouraged in their play. Staff praise them frequently. For example, when singing the welcome song, staff model how to play the instruments and clap the children when they join in. Younger children observe the actions of their peers before gleefully banging instruments.
- The manager is self-reflective in the ongoing evaluation of the setting and can identify areas of strength and areas to improve. She works closely with the area manager in order to develop her own knowledge and leadership skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff have a good understanding of the setting's safeguarding policy and procedures. The manager and staff recognise signs and symptoms of abuse that could put children at risk of harm. They know how to identify children who may be exposed to extreme views. Staff know how to report any concerns they may have about any children or the adults they encounter. Policies and procedures reflect the advice and guidance of the local safeguarding partnership and are fully available to parents. Staff complete regular checks on the environment to identify and eliminate any risks.

What does the setting need to do to improve?

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

- strengthen the delivery of planned activities and help ensure that all children are fully challenged
- target staff development to ensure a consistently high standard of teaching across all age groups.

Setting details

Unique reference number	EY286439
Local authority	Surrey
Inspection number	10217738
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	72
Number of children on roll	36
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01428 778270
Date of previous inspection	26 October 2016

Information about this early years setting

Bright Horizons Haslemere Day Nursery and Preschool registered in 1995 and is situated in Haslemere, Surrey. The setting is open each weekday from 7am to 6.30pm for 51 weeks of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting employs 11 members of staff to work directly with children, 10 of whom hold a level 3 qualification.

Information about this inspection

Inspector
Amanda Harrison

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 her evaluation of the provider.
- The manager led the inspector on a learning walk around the nursery. They discussed how the provision is organised to support children's care and learning.
- The inspector viewed a sample of documents, including records of staff suitability, safeguarding policies and paediatric first-aid certificates.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation of an activity. They discussed how this feeds into staff professional development.
- The inspector spoke to some children and staff, and viewed emails from 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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