

Inspection of Bright Horizons Teddies Woking Day Nursery And Preschool

15 The Grove, HORSELL, Woking, Surrey GU21 4AE

Inspection date: 18 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children who are established at the nursery are settled and happy. They develop their confidence well and form strong bonds with the caring staff. When some younger children are unsettled in their first days, consistent staffing supports them sensitively. These children receive gentle reassurance and cuddles from staff. This helps them to begin to feel safe and secure. Children behave well. They develop positive self-esteem. For example, through praise that lets them know what they have done well. Children develop their sense of responsibility. For example, even the youngest children help to clear the table after meal and snack times.

Children's achievements are recognised and celebrated by staff, who have high expectations for them. Overall, children receive effective support and interactions from staff to promote their learning and development across all areas of learning. This helps engage children securely in their play and learning. However, on occasion, some routines do not support children as well as possible. For example, some children sat at the table for a short time waiting with no activities and little interaction from staff when lunchtime routines started. Mostly, children have fun and show a strong interest in activities, which they enjoy and engage well in. For example, pre-school children explored and experimented with natural resources, such as making patterns with leaves. In addition, some children worked together to fill different sized containers. They measured and poured water and observed the effects, such as bubbles forming.

Children with special educational needs and/or disabilities needs are known and supported very well. The use of additional funding is considered carefully, such as purchasing specific equipment and resources to support children's individual needs.

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

- Staff have a secure understanding of the curriculum and how to promote children's learning. They talk to children as they play and take part in activities and repeat words clearly. Babies and toddlers enjoy familiar rhymes and songs and take part with enthusiasm. They show that they are learning the words and actions to these. This helps to develop children's communication and language skills well.
- Parents speak positively about the care and support their children receive. Overall, they feel they are well informed about their child's day, including feedback about their daily care, such as nappy changes and sleep times. Staff encourage parents to provide any relevant information at the start of the day. This helps staff to meet children's day-to-day needs and provide tailored care and support. Parents receive daily verbal feedback from staff when they collect their children. In addition, a parent app provides routine information to parents

through the day.

- Staff speak positively about their work and the support they receive, including for their well-being. New staff receive good support when they start work, such as through a mentor and induction process. They say they feel welcomed by the staff team.
- The nursery's special educational needs coordinator and other staff provide effective support to children who need extra help in their learning and development. Strong partnership working with outside professionals and communication with parents helps to meet children's needs consistently. Staff make very good use of resources to support children and help them make progress. For example, a 'now and next' board and picture cards, which helps children to communicate and develop their understanding securely.
- The manager demonstrates she has skills to identify strengths and areas in staff's practice that need building on. She uses different ways to help identify and provide support for staff. For example, through observing practice and giving feedback, regular staff meetings and individual supervision meetings. Overall, this offers good opportunities for staff training and mentoring. At times, this is not always fully effective to help all staff carry out their roles and responsibilities to a higher level. For example, more effective practice demonstrated by senior or more experienced staff is not always reflected in other staff's developing skills. On occasion, staff do not consider the support for children when there are changes in the routine.
- Children listen to staff and follow instructions well. They learn to do tasks for themselves such as wash their hands. Children are offered suitable, healthy based meals and snacks. These are carefully checked by staff to ensure the food meets children's individual dietary needs. Staff give gentle encouragement to children to try their food. This helps children to widen their tastes for different foods.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of their safeguarding roles and responsibilities. They know how to recognise and manage concerns should they arise about children or adults working at the nursery. This includes referring concerns to the relevant outside agencies if required. Appropriate staff ratios are in place. Staff supervise children closely indoors and outside to help promote their safety. Staff know and understand the medication procedure to ensure any medicines administered to children are safely managed. New staff complete suitability checks at the start of their employment and complete relevant training, including safeguarding. All staff's ongoing suitability to work with children is regularly reviewed and checked.

What does the setting need to do to improve?

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

- support staff to continue to build on their overall good skills and practice, to enable them to carry out their roles and responsibilities to a higher level, and further extend the quality of children's care and learning experiences
- manage routines and changes during the day more effectively, to help keep children more purposefully engaged in their play and learning at these times.

Setting details

Unique reference number	2550639
Local authority	Surrey
Inspection number	10218186
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	60
Number of children on roll	64
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01483 617712
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons Teddies Woking Day Nursery And Preschool re-registered in 2019 and was previously registered from 1998. It is operated by the nursery chain, Bright Horizons Family Solutions Limited. The nursery is located in Woking, Surrey. It is open Monday to Friday from 7.45am 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. There are 19 staff employed to work with the children, including bank staff. Of these, 13 have early years qualifications at level 2 or 3.

Information about this inspection

Inspector
Sheena Bankier

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager completed a learning walk with the inspector to discuss the early years curriculum across all rooms in the nursery.
- The inspector observed and spoke to children to find out about their time at the nursery and what they like to do there. Children's activities, interactions with staff and daily routines were observed.
- Some discussions were held with parents to gain their feedback about the nursery and their children's experiences.
- The inspector spoke to staff about their key children and held meetings with the manager and leadership team.

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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