

Inspection of Bright Horizons Abbeymore Day Nursery and Preschool

161 Wokingham Road, Reading, Berkshire RG6 1LP

Inspection date: 24 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

The quality of teaching is variable. Overall, children demonstrate that they are content and feel safe at nursery. They generally separate from their parents well and confidently approach staff for cuddles. Some information sharing takes place. However, this is still in its infancy. Children access a range of toys and activities. Despite this, their exploration and play are at times distracted by noise and ineffective staff organisation, specifically within the pre-school room. The implementation of the curriculum means that children do not make the maximum progress they are capable of.

Children's behaviour is inconsistent. On the whole, babies and younger children demonstrate friendly behaviour towards each other. However, in the pre-school room, some behaviour issues are not dealt with promptly to support children to manage their feelings. When teaching is of better quality, children engage and are well supported. For example, babies enjoy learning about animals and show delight when using different utensils in the play kitchen. Toddlers have fun learning mathematical concepts as they explore water, learning about full and half full containers. Overall, staff support children's communication and language. Children enjoy stories, sing songs and benefit from staff introducing some discussions throughout the day.

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

- Overall, staff offer an appropriate range of activities and learning experiences. However, at times, it is not ambitious enough to provide children with a good level of challenge and support. For example, on occasions, staff working with the older children do not consider how to extend children's learning to a high level. As a result, children are not always challenged with rich opportunities to support their good progress. Despite this, younger children are making progress and developing some skills needed to support their future learning.
- Staff are kind and considerate to the children. They are generally on hand to support children and provide activities that interest them. For instance, toddlers relish in outside play where staff support them to learn new skills as they practise riding a bike and kicking a ball. Babies explore their environment independently and enjoy climbing the steps to the mini play equipment and crawling through the tunnel. Pre-school children enjoy mark making with pencils and recite number names in sequence.
- Staff have regular opportunities to meet with the manager. They receive regular training opportunities and team meetings. However, staff comment that they do not always feel that they receive effective support regarding their own well-being. As a result, this impacts on the staff's moral, their work and performance. Staff with key responsibilities for children with special educational needs and/or

disabilities and the designated safeguarding lead have a secure awareness of their roles and responsibilities.

- Overall, parents are happy with the nursery. Staff obtain relevant information from parents when children first start. There are processes in place to exchange messages with parents. However, due to staff changes, the information about children's learning is not always shared with parents. Furthermore, not all parents feel that they know about changes in the nursery and how their children have been throughout the day. This impacts on continuity of care and does not support parents to build on their child's learning at home.
- Children form close friendships. For example, they play with their friends and enjoy exploring different media and materials together. Staff generally provide children with appropriate praise to boost their self-confidence. However, in the pre-school room, staff are not always on hand to swiftly take action as needed when children are pushing and pinching each other over a toy. This results in some children not learning that some aspects of their behaviour are unacceptable.
- Children enjoy healthy and nutritious snacks and meals. Staff understand children's individual dietary requirements and they ensure these are maintained by sitting with the children. Mealtimes are a sociable time where staff and children interact together, talking about the foods they are eating.
- Children have opportunities to learn about the world around them. Staff value individual children's home backgrounds and identities.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a suitable understanding of their roles and responsibilities for child protection, including wider safeguarding issues. They understand the signs and indicators that may mean a child is at risk of harm. Staff are aware of the procedures to follow if they have concerns about a child or a colleague. Leaders provide staff with regular safeguarding training, including wider safeguarding issues. This helps staff to keep their knowledge current. The premises are secure and regular head counts are completed during the day to ensure all children are safe. Robust recruitment and vetting arrangements are in place to ensure that those working with children are suitable.

What does the setting need to do to improve?

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

	Due date
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<p>plan and deliver a curriculum that consistently provides children with a good level of challenge and support, particularly for children in the pre-school room</p>	<p>25/02/2022</p>
<p>provide more consistent support for children to build on their understanding of how to manage their feelings and behaviour.</p>	<p>25/02/2022</p>

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

- increase opportunities to provide all staff with effective support and coaching, in order to fulfil their roles and to raise the quality of education
- strengthen the way that information about children's learning priorities is shared with parents, to make those partnerships even more effective.

Setting details

Unique reference number	EY305866
Local authority	Reading
Inspection number	10132315
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	124
Number of children on roll	85
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0118 402 2365
Date of previous inspection	9 December 2016

Information about this early years setting

Bright Horizons Abbeymore Day Nursery and Preschool registered in 1996 and is situated in Reading. It re-registered with Bright Horizons Family Solutions in 2005. The setting opens from 7.30am until 6.30pm, Monday to Friday, all year round, with the exception of bank holidays. It receives funding to provide free early education for children aged two, three and four years. There are 16 members of staff. Of these, two hold early years professional status and eight hold relevant childcare qualifications at levels 3 and 2.

Information about this inspection

Inspectors

Tracy Bartholomew
Anneliese Fox-Jones

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 explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- A number of parents provided feedback about the nursery through discussions with the inspector.
- The inspection was carried out following the risk assessment process.

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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