

Inspection of Bright Horizons Banstead Day Nursery And Preschool

Strathmore House, 1 The Drive, Banstead, Surrey SM7 1DF

Inspection date: 26 May 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 thrive in this happy and welcoming nursery. They demonstrate positive attitudes to their learning and have secure attachments with the caring staff. Children show high levels of engagement and growing self-esteem to try new activities. For example, babies develop their core muscles and gain confidence as they are enticed to stretch and reach for natural resources. Toddlers show curiosity and become immersed in their play as they use pipettes to draw up liquid and transfer water. Pre-school children take part in a yoga session. They practise balancing and experiment with different ways of moving and stretching. All children are keen to show what they know and can do.

Children's behaviour is good. Babies and toddlers receive comforting cuddles from staff, which helps them to settle and enjoy their time at the nursery. Older children are friendly and listen to and respect others' ideas. Staff are good role models and praise children's acts of kindness and good manners. This contributes to children's confidence and self-esteem. Children with special educational needs and/or disabilities have plenty of time to make connections and repeat activities. Staff liaise well with other professionals to put comprehensive plans and strategies in place. As a result, children make the best possible progress in their learning and development.

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

- The manager and her deputy have a strong vision for the nursery and are committed to providing high-quality care and education. They have adapted well to adjustments in routines during the COVID-19 pandemic and are focusing on skills that children need to develop as a result of the impact of the pandemic. Managers obtain feedback from parents, staff and children to contribute to a realistic assessment of the strengths and weaknesses.
- Staff know children well and are responsive to their individual needs. Overall, they plan a curriculum which provides children with a wide range of experiences and activities. However, the quality of teaching is occasionally inconsistent. For example, at times, less-experienced support staff supervise children during activities but do not engage with opportunities to extend their learning. As a result, sometimes, staff do not make the best use of interactions with children to maximise learning to a consistently high level across the nursery.
- There is a strong focus on developing children's communication and language. For example, pre-school children show that they know and understand the story about a hungry caterpillar. Staff use good questioning skills to help children to recall past learning. They introduce new words as they talk about the 'illustrator' and 'author', and they praise children for using new vocabulary. Babies sing and excitedly join in with action songs and rhymes. Children who speak English as an

additional language are encouraged to use simple words and songs from their home language during their play. This supports them to make good progress.

- Children's physical development is promoted well. Children have opportunities to experience a range of activities to support their small- and large-muscle skills. For example, staff support young children to challenge themselves as they climb the steps to the slide and pull themselves up to a standing position. Older children expertly navigate the climbing equipment. They balance on planks, climb and learn how to manage risks when they negotiate the challenges set for them.
- Mealtimes are sociable occasions in all rooms of the nursery, and independence is encouraged. Older children serve their own food and pour their own drinks, and babies and young children are encouraged to feed themselves. Staff are well aware of children's dietary needs and preferences.
- Parent partnerships are strong. The manager and staff share a wealth of information with parents. For example, parents comment on the 'ready for school' programme and activity cards used to extend and support their children's learning at home. Parents talk positively about the nursery app, where children's progress and next steps in learning are shared with them. They feel supported and say that staff make sure that all children feel confident and secure at the nursery.
- The management team monitors staff practice well and has a clear understanding of their strengths and areas for improvement. Staff engage in regular training sessions, online and face to face, to develop their practice. Staff say that their well-being is promoted extremely well.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their role in safeguarding children. They know the possible signs that a child may be at risk and how to report any concerns about children's safety and welfare. Staff are supported through training on various aspects of safeguarding at induction, through additional training and staff meetings. Rigorous and robust recruitment procedures are in place for all staff. Staff assess risks well to ensure that children are safe in the indoor and outdoor environments.

What does the setting need to do to improve?

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

- continue to implement and embed plans to support less-experienced members of staff's understanding of the curriculum to enhance teaching to a consistently high level across the nursery.

Setting details

Unique reference number	2550643
Local authority	Surrey
Inspection number	10215726
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	107
Number of children on roll	94
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01737 303976
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons Banstead Day Nursery and Preschool registered in 2019 and is situated in Banstead, Surrey. It is one of several nurseries operated by the same provider. The nursery employs 21 members of staff. Of these, seven staff hold early years qualifications at level 3 and two staff hold qualifications at level 2. The nursery employs regular bank staff who have appropriate qualifications and experience. It is open from 7.30am to 6.30pm on Monday to Friday, throughout the year, apart from bank holidays.

Information about this inspection

Inspector

Joanne Allen

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 manager and has taken that into account in her evaluation of the provider.
- The deputy manager, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- At suitable times during the inspection, the inspector spoke to staff, parents and children and took their views into account.
- The inspector and the manager observed interactions between adults and children. They discussed the learning that took place.
- The manager and her staff explained their role in safeguarding children to the inspector.
- The inspector viewed a range of documents relating to safeguarding, suitability of staff and record-keeping.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022