

Inspection of Bright Horizons Wokingham Day Nursery and Preschool

Unit 7, Millars Brook, Molly Millars Lane, WOKINGHAM, Berkshire RG41 2AD

Inspection date: 26 July 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and safe at this setting. Staff are calm, caring and highly responsive to children's needs throughout their day. For example, they support children when they indicate that they would rather have a sleep. Children ably share their views with staff. For instance, staff asked the babies if they would like some painting in the afternoon. Toddlers and pre-school children vote on what they would like to do, such as when baking. Children behave well, develop good friendships and the ability to share. For instance, older children worked together to make the American flag and shared stickers from their book from home.

Children develop good communication and language skills. Staff caring for the babies use simple language and also sign language to encourage this further. Toddlers build on from their use of single words to short sentences. Pre-school children ably use more complex language in their interactions with staff and during their play with friends. Children show good levels of independence. Toddlers serve their meals and pour drinks for themselves and their friends with increasing skill and control. Children make independent choices about their play and how they would like this to evolve. For example, when playing with sand, they added water to turn it into a beach, placing small dolls in the water.

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

- The manager has a clear understanding of what children are to learn next, and she successfully supports staff to provide this. She effectively enables staff to plan an effective curriculum for all children, making sure that this is a highly individualised plan. This means that all children, including those with special educational needs and/or disabilities and those learning English as an additional language, make good developmental progress.
- Children develop good relationships with their key person. Staff know their key children well, and fully understand their levels of development and what each child needs to learn next. They plan effectively based upon children's interests and skilfully weave into their interactions with children the skills they need to acquire next. Staff fully understand that learning has a sequence, and for children to move on to their next stage this must be successfully planned for. This enables children to make the progress that they are capable of.
- There is a strong focus on communication and language development and the manager encourages staff to use a variety of systems to support this. For example, staff receive training in sign language and use this throughout their interactions with children. Staff effectively follow the manager's plan for children's learning. For example, they have successfully enabled toddlers to increase their levels of concentration.
- Children have many opportunities to explore different textures and smells. For

example, toddlers learn about herbs during a play-dough activity. Staff introduce new words, such as chives and parsley, and explore how they smell. Children describe the chives as smelling like onions and staff praise them for this identification.

- Partnerships with parents are good overall. However, the manager does not always make sure that systems staff use to share information are fully effective. This means that parents are not always fully aware of how staff are supporting children with what they need to learn next, including in readiness for school.
- Children learn about different artists and thoroughly enjoy creative and messy play. They thoroughly enjoy making a print on a canvas. They join in with enthusiasm and show great delight as they encourage the staff member to feel the paint. They talk about how the paint feels to touch, and the patterns they make with the shells and their hands.
- The manager is highly supportive of staff well-being and provides good levels of support and guidance. For example, staff record positive comments for each other in recognition of achievements. These simple yet effective systems boost staff confidence and welfare.
- Staff celebrate children's backgrounds and heritages. They readily include celebrations from children's cultures and different countries. Staff use words in children's home languages to welcome children. They encourage parents to record songs in their home language and staff use these for babies at sleep time. This strengthens children's sense of well-being and supports children's understanding of similarities and differences.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of their roles and responsibilities in safeguarding children. They undertake regular training and daily opportunities for discussions about child protection issues. Staff have a clear awareness of all aspects of safeguarding, such as differing cultural practices and how to manage allegations about staff. The manager has a good awareness of her role as the designated safeguarding lead for the nursery. She continually enhances her knowledge of child protection through training, research and attending meetings. There is a clear recruitment procedure that follows appropriate guidance. Staff receive effective support continually to ensure that they remain suitable in their roles and to strengthen their professionalism.

What does the setting need to do to improve?

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

- strengthen further the partnerships with parents to explore exchanging information on a more regular basis.

Setting details

Unique reference number	EY439405
Local authority	Wokingham
Inspection number	10212585
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	88
Number of children on roll	64
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0118 402 2367
Date of previous inspection	27 September 2021

Information about this early years setting

Bright Horizons Wokingham registered in 2012. It is located in Wokingham, Berkshire. The setting is open each weekday, from 7.30am to 6pm, all year round, excluding bank holidays. There are 13 staff working with the children. Of these, 9 hold appropriate early years qualifications. The setting receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Helen Penticost

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 and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out two joint observations with the manager, spoke with staff and interacted with children.
- Parents shared their views about the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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