

# Inspection of Bright Horizons Teddies Twickenham Day Nursery And Preschool

3 March Road, Twickenham, Middlesex TW1 1BW

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Inspection date: 4 August 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children separate from their parents confidently and are keen to play with their friends. Babies and toddlers develop warm, nurturing relationships with their key person. This helps them feel safe and secure. Children behave well and are keen to explore their surroundings. They begin to develop good levels of self-confidence.

Children are confident communicators. They talk to each other and adults, explaining what they are doing and what they are going to do next. Staff model language well and sing and regularly read stories with the children. They introduce younger children to new words when playing in the water, such as 'splash', 'spinning' and 'cold'. Children listen and repeat the new words as they explore the water tray. Toddlers remember their favourite nursery rhymes and laugh and move to the songs, supporting their early language skills. This supports children's extending vocabulary.

Children make good progress, including those with special educational needs and/or disabilities (SEND). Staff have high expectations of what children can achieve. Babies enjoy tummy time, promoting their physical development. Toddlers explore their senses as they squash play dough in their hands. Older children develop their fine-motor skills in readiness for writing as they carefully thread beads onto string.

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

- Leaders have created an ambitious curriculum that focuses on children's physical, personal, social and emotional development. Staff can share what they want children to learn and the progress they have made. However, the intent for children's learning is not always precise and not always consistent. This means that not all activities consistently build on what children know and can do.
- Babies have plenty of opportunities to develop their physical skills. They learn to crawl and walk confidently, both inside and outside. They enjoy exploring the baskets of resources, developing their hand-to-eye coordination as they do so. Older children develop their large muscles and coordination as they learn to ride bicycles and scoop soil from different containers.
- Children are provided with healthy snacks and meals during their time at nursery. They sit together to eat in a social environment and talk about the food they like. Toddlers wash their hands independently and feed themselves competently at mealtimes. Staff interact well with children and engage them in conversations as they eat. However, they do not extend their teaching to help children learn about the benefits of making healthy food choices and the importance of a healthy diet.
- Staff are successful at incorporating simple mathematical concepts, such as

counting and number recognition. For example, older children count the number of pom-poms they need to scoop to match their number. Children start to recognise numbers and quantity.

- Children's behaviour is good. Staff consistently use praise and encouragement to support children's behaviour. On rare occasions where children display unwanted behaviour, staff are consistent in their responses. This helps children to manage their own behaviour or to understand the possible effects of their behaviour on others.
- Children with SEND are quickly identified and supported very well. Staff work closely with other professionals and parents to ensure children's specific needs are met. This helps all children feel valued and included in the nursery.
- Parents speak highly of the nursery team and particularly comment on the progress their children have made in their early language development. They appreciate the shared learning approach which helps them to support their children's development at home. Parents of children with SEND are highly complimentary of the staff team and the extra support it puts in place for their children. Parents are happy with the progress their children make.
- Leaders ensure staff supervisions are completed regularly to give staff opportunities to discuss their practice. Any learning opportunities are identified and actioned. This ensures staff continue to develop their knowledge and skills. Furthermore, leaders identify precise training to support children with SEND. This broadens staff knowledge and understanding in specific areas of child development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The leaders and staff recognise their individual responsibility to keep children safe and what would constitute a safeguarding concern about a child or a colleague. They understand the need to work as part of a multidisciplinary team to protect children they may be concerned about and to support their families. Staff know the procedures to follow should they have a concern about a child's well-being. They have a good understanding of how to keep children safe, and they recognise the signs and symptoms of abuse. Staff make sure that children are able to play in a safe and secure environment, using risk assessments and following detailed policies and procedures.

## **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 implement the precise learning intentions of activities more effectively so they are clear about what skills and knowledge they want children to gain

- ensure staff give consistent messages to children about healthy lifestyles to further promote their understanding of healthy food choices.

## Setting details

<b>Unique reference number</b>	2556618
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10221641
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	44
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3780 3044
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Horizons Teddies Twickenham Day Nursery and Preschool registered in 2019. It is located in the London Borough of Richmond Upon Thames. The nursery operates Monday to Friday, from 8am until 6pm, all year round. There are eight staff members, seven of whom hold a relevant childcare qualification at level 3 or above. The nursery is in receipt of funding for free early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Lane

## 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 took the inspector on a learning walk around the nursery.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact on children's learning.
- The inspector and the manager carried out an evaluation of teaching following a planned activity.
- The inspector spoke to the provider, manager, staff, parents and children at appropriate points during the inspection and considered their views. She looked at relevant documentation, including first-aid certificates, and checked evidence of the suitability of those working with children.

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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