

Inspection of Riverside Nursery Schools - Holly Road

Bright Beginnings Day Nursery, 1 Holly Road, Twickenham TW1 4EA

Inspection date: 24 October 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 Good

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome from staff who greet them at the gate. They respond positively and enter the nursery feeling reassured and secure. The close relationships between staff and children promote a safe learning environment. Staff teach children to behave well, such as by showing them how to share and take turns during activities. They offer children lots of cuddles and praise which make children feel happy and motivated to learn. Children gain strong social and emotional skills.

Children respond positively to staff's high expectations for their learning. For example, during a planned activity, older children show good levels of concentration as they pretend to make a pumpkin soup. They learn how to use age-appropriate tools safely, such as to chop up vegetables. Children demonstrate good control and dexterity. There are plenty of opportunities for children to practise their counting skills, supporting their early mathematical development. Young children develop their language skills. For instance, they sing along to nursery songs and hear stories being read to them. Young children delight in helping staff to tidy away the toys and sweep the floor to prevent accidents. They are learning how to look after, and respect, their environment.

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

- The relatively new manager expresses her commitment to providing children with good-quality care and education. She is particularly keen to promote children's independence skills to an even higher level in preparation for school. For example, the manager encourages staff to enable children to carry out age-appropriate tasks, such as at mealtimes.
- Staff observe and assess children's learning regularly. They use the information collected to help children, including those with special educational needs and/or disabilities (SEND) and who speak English as an additional language, make good progress. For instance, staff are quick to identify and refer concerns about children's speech and language development. Consequently, children receive the right level of support to help close the gaps in their learning.
- Staff engage children in age-appropriate conversations throughout the day. However, some staff members do not use questioning as effectively as possible. The manager acknowledges that if staff use a broader range of questions more, they will enhance children's ideas and thinking skills.
- There are occasions when staff do not give children enough notice to alert them of changes, such as between activities and mealtimes. This interrupts children's enjoyment and it causes some confusion.
- Staff use polite words, such as 'please' and 'thank you', when interacting with the children. They encourage children to listen and follow instructions well. This

teaches children good manners.

- Children visit local parks and woodlands regularly. During an outing, they talk to staff enthusiastically about people, animals and things they see. Staff respond well to this. They encourage children to observe the changes in the weather and to collect natural resources for exploration. Children learn about their local surroundings and the wider world.
- The manager offers staff support and coaching to help them carry out their roles and responsibilities effectively. Staff appreciate this and praise the high levels of support for their work and well-being. They engage in training programmes, such as how to support children with SEND. This has had a positive impact on children's self-esteem and confidence.
- Parents report that their children enjoy attending the nursery. They have noticed their children have made progress since starting, particularly in their social interactions with others. Parents find staff provide them with good information about their children's learning. The strong partnership between parents and staff has a positive impact on children's overall development.
- The manager evaluates the quality of the provision to help identify areas for improvement. For example, she has incorporated a wider variety of physical activities, such as 'mini athletics' and yoga, to support children's physical health. In addition, staff have introduced forest school to further enrich children's learning experiences outdoors.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete safeguarding training to ensure they understand signs and symptoms of abuse and neglect. This includes wider aspects of safeguarding, such as indicators that a child is being drawn into extremist views or behaviour. In the event of a concern, staff know how to make referrals to relevant agencies to protect children in their care. Staff are subject to stringent safer recruitment procedures to check their suitability to work with children. Staff deployment is effective. This enables staff to supervise children at all times, including when they are on outings.

What does the setting need to do to improve?

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

- make more effective use of questions to further promote children's ideas and thinking skills
- support staff to reflect on how periods of change throughout the daily routine can be best managed for the children.

Setting details

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| Unique reference number | EY479786 |
| Local authority | Richmond Upon Thames |
| Inspection number | 10236408 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 54 |
| Number of children on roll | 54 |
| Name of registered person | Bright Beginnings (Twickenham) Ltd |
| Registered person unique reference number | RP906072 |
| Telephone number | 02085389777 |
| Date of previous inspection | 4 November 2016 |

Information about this early years setting

Bright Beginnings (Twickenham) Ltd registered in 2014 and is located in the London Borough of Richmond upon Thames. The nursery is open Monday to Friday from 8am to 6pm, 51 weeks of the year. There are 12 staff members; one holds a childcare qualification at level 7 and 10 staff members hold appropriate qualifications from level 2 to level 4. The nursery receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector spoke with staff and children at appropriate times throughout the day. She held a meeting with the manager and a member of the senior management team to understand how the nursery operates.
- A learning walk was completed with the manager to discuss the curriculum intent to support children's learning.
- Parents gave verbal and written feedback on the quality of the provision, which was taken into account.
- The inspector carried out two joint observations, one with the manager and a second one with the senior manager. She evaluated the impact that the activities have on children's learning with the managers.
- The inspector checked the required documents, including evidence of staff's training and suitability checks. She accompanied staff and pre-school children on their walk to the local park.

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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