

Inspection of Bright Horizons Woking Nursery & Preschool

Sandringham Court, Guildford Road, Woking GU22 7QU

Inspection date:

13 December 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children and babies demonstrate they are happy and feel secure. Staff are attentive and caring. However, there have been many changes to the staff and management team over the last few months. As such, new staff need time to develop their understanding of children's learning and development requirements. Planning for babies' development is in response to their changing needs. They have the freedom to explore their environment with resources stored to help them to easily choose items independently. Older children are starting to use their recall and memory skills as they identify insects as they play a group game of bingo. However, not all teaching is strong or clearly links to what children can and cannot do. As such, staff practice and knowledge is variable across all age groups. Nevertheless, children are now encouraged to be more independent in their own self-care. For instance, babies show their impressive hand-to-eye coordination as they skilfully use a spoon to feed themselves. Older children attempt to dress for outside play and now try more complex tasks, such as zips and buttons.

Children behave well with staff being good role models through positive comments and suggestions that are age-appropriate. Children and babies play and share well with each other, which helps them to build important social skills. They are using their increasing communication and language skills as babies babble and respond to simple words and sounds. Older children are given time to answer questions posed to them, to help them use their expanding range of vocabulary. However, not all staff are confident in how they can plan for their key children, to keep them highly engaged in their learning.

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

- The manager and deputy manager are extremely new to their leadership roles and responsibilities. Nevertheless, together they have made some positive changes to the quality of the nursery and have worked hard on the actions and recommendation set at the last inspection. The manager understands the importance of using self-evaluation and has identified areas that she would like to improve. For instance, through completing more observations of staff practice and providing more support for children who speak English as an additional language.
- Children learn about making healthy choices and taking care of themselves. For instance, older children talk about 'green' vegetables as having a positive impact on their health. All children are provided with nutritious balanced meals throughout the day and this helps to support their overall well-being.
- The manager does not effectively implement a good use of the key-person system. Some new members of staff are given too much initial responsibility in the number of children they are allocated. Furthermore, children who require

more support in their development are not assigned staff who already have additional knowledge and expertise in place. Key persons do not successfully share information with parents around the next steps planned for children's learning. This does not help them to continue to learn at home, or consistently meet the needs of all children.

- The manager and the special educational needs coordinator have started to build on systems to share information with other professionals. Children with special educational needs and/or disabilities (SEND) now benefit from more early intervention to remove gaps in their progress. However, although the initial contact steps are now in place, leaders do not ensure that all next steps are shared and used consistently to provide a sharper joined-up approach for children.
- Partnerships with parents remains an ongoing area of review for the setting. Parents comment that they feel unsettled with the amount of recent changes to the staff team. The systems currently used to share information are not effective to ensure that all parents feel valued and part of their children's progress and achievements.
- Children and babies benefit from opportunities to learn and play outdoors to build on their increasing physical abilities. Babies learn to balance and move around the environment and build confidence in their new skills. Older children use their spatial awareness to roll and catch balls and have space to run around. This helps to support children who prefer to learn and play in this environment.
- Staff now benefit from supervisions, including time to speak to the manager about their own well-being and roles. Regular team meetings help staff to discuss concerns and to start to build a shared vision for the nursery, going forward. However, the manager is yet to put in place a targeted approach to fully involve staff in taking ownership of their positions. Opportunities to identify and focus staff professional development are not fully embedded, to consistently support good teaching across the nursery.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand how to protect the children in their care. They are confident about how they would identify potential signs and symptoms of abuse and the procedures they would use to report concerns. This helps to protect the welfare of children. Staff know to use good risk assessments to help keep children safe when at the nursery. An effective and robust recruitment and induction procedure ensures staff working with children are suitable. Recent training has supported all staff to have the most up-to-date knowledge of additional issues, such as county lines and the 'Prevent' duty.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the implementation of the key-person approach to ensure it consistently meets the needs of all children.	09/01/2023

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

- provide a much sharper focus on shared information for children with special educational needs and/or disabilities (SEND) being used consistently in the planning for the next steps for their learning
- review how information is shared with parents, to provide continuity in children's progress and development
- embed staff supervision to fully support all staff, including those who are new to their roles, to strengthen their professional development and overall teaching practice.

Setting details

Unique reference number	EY496881
Local authority	Surrey
Inspection number	10220918
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	0 to 4
Total number of places	80
Number of children on roll	25
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01483 617711
Date of previous inspection	12 January 2022

Information about this early years setting

Bright Horizons Woking Nursery & Preschool registered in 2016. The nursery is located in Woking, Surrey. It is open Monday to Friday, from 7.30am to 6.30pm, all year round, except for a week at Christmas. The provider receives funding to provide free early education for children aged three and four years. There are 10 staff employed to work with the children. Of these, three hold relevant early years qualifications at level 6, two hold qualifications at level 3 and one holds an early years qualification at level 2.

Information about this inspection

Inspector

Gwendolyn Andrews

Inspection activities

- The inspector discussed any continued 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 how the curriculum for the setting is organised. The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector and the manager completed a joint observation together and discussed plans for evaluating and areas identified for improvement within the nursery. The inspector held a feedback meeting with the leadership team, the regional director and the early childhood specialist.
- The inspector sampled a range of documentation, including suitability checks, staff qualifications and recruitments records. The manager and the inspector discussed the actions and recommendation set at the last inspection.
- The inspector observed the teaching and learning in both the indoors and the outdoors and the impact this has on the development of the children. The inspector spoke directly to parents and took their comments into consideration.

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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