

Inspection of Bright Horizons Surbiton Day Nursery and Preschool

23 Upper Brighton Road, Surbiton, Surrey KT6 6QX

Inspection date: 3 April 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Parents and children are greeted warmly by staff when they first arrive at the nursery. Children form strong bonds with their key person. For example, children who are upset are comforted with cuddles and reassurance. Children settle extremely well, demonstrating that they feel safe and secure.

Children have the opportunity to engage in a variety of age-appropriate activities. Staff have a secure understanding of how to support children's learning. Children develop a positive attitude to learning and are motivated to explore and investigate their learning environment. For example, younger children sing songs and use props to help identify which song they would like to sing next. Toddlers enjoy exploring a sensory water play with food items they have selected from a visit to the local shops. This helps children to become familiar with real life experiences.

Children demonstrate good behaviour and follow the nursery routine well. Staff are positive role models who praise children and encourage their efforts. Staff have high expectations of children and pay good attention to promoting their health and well-being. They actively encourage the children to wash their hands before meals, gently supporting younger children as they learn to do this.

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

- Staff plan a broad and interesting curriculum that reflects what individual children need to learn next. All children make good progress in their development. For example, children enjoy learning about the world around them. They discuss different countries while engaged in a travel agent role play. Children develop their fine motor skills as they carefully cut out pictures and use mark making tools to create their own travel passports.
- Children's language development is supported as they engage in conversation with staff. Staff talk slowly, clearly encouraging younger children to learn new words. However at times, staff are less consistent in allowing the children the time needed to process what they have heard before asking another question. This does not consistently support individual children's language skills.
- The special educational needs coordinator works closely with parents, the local authority and support agencies. Staff and families have clear shared strategies to support each child to make good progress, including those with additional funding and with special educational needs and/or disabilities.
- In the main, the nursery works well in partnership with other settings which some children attend. However, information is not yet consistently gained for children who have transitioned to the nursery. This means that not all children benefit from the opportunity of effective information sharing.
- The key-person system is effective and well established. Staff use information

from parents to support children's learning and development. This supports children to have a consistent approach to their learning, both at home and at the setting.

- Children enjoy an exciting range of experiences that support their physical development. For instance, older children navigate skilfully as they peddle bicycles along a track. Younger children are encouraged to use push and pull toys, which helps to promote children's large-muscle development.
- Children develop a love of reading as they actively listen to stories being read to them. Staff read with enthusiasm and ask children questions to engage them. Children enjoy early reading and gain good listening and attention skills.
- Partnership with parents is strong. Parents speak very highly about the support they receive from staff. They feel informed about their child's learning and development through daily conversations. Furthermore, parents use an online platform to share information about the activities the children have engaged in at home.
- Supervision arrangements for staff and the manager are good. Staff take part in regular supervisions and performance reviews. Staff understand their key responsibilities and develop their practice well. For example, staff are supported to undertake training to gain qualifications, to improve the quality of teaching and raise the quality of education to a good level.
- Children behave well. They are beginning to regulate their own behaviour and build strong, friendly relationships with each other.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of their duty to protect children and report any concerns they may have about a child's well-being. Staff undertake regular training in safeguarding, receive updates at staff meetings and know the importance of following correct procedures. The management team has robust recruitment procedures to ensure that staff are suitable to work with children. Staff complete appropriate records and share them with parents when medication is administered. Good security systems are in place, to ensure only authorised people enter the building, which keeps children safe. Daily risk assessments help staff to identify and remove any potential hazards and risks to children.

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 develop their teaching techniques to maximise opportunities for children's communication and language development
- improve the effectiveness of the partnerships with other providers so that all children benefit from greater consistency of care.

Setting details

Unique reference number	EY290666
Local authority	Kingston upon Thames
Inspection number	10263320
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	80
Number of children on roll	62
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3906 6567
Date of previous inspection	27 April 2017

Information about this early years setting

Surbiton Day Nursery and Preschool registered in 1998. It is one of a chain of nurseries run by Bright Horizons. It is located in Surbiton in the Royal Borough of Kingston upon Thames. The nursery receives funding for the provision of free early education for children aged three and four years. It opens each weekday from 7.00am to 6.30pm, for 51 weeks of the year. The nursery employs 21 members of staff. Of these, 14 hold appropriate early years qualifications.

Information about this inspection

Inspector

Megan McClellan

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 tour of the setting and explained how the curriculum is delivered.
- The inspector and the manager completed a joint observation and discussed the quality of teaching.
- The inspector observed children's interactions in play and discussed their learning and development with staff.
- The inspector looked at relevant documentation, including staff's qualifications and first-aid certificates, and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views on the setting and the inspector took account of their views.

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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