

# Inspection of Bright Horizons Dorking Day Nursery and Preschool

Moore's Road, DORKING, Surrey RH4 2BG

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Inspection date: 29 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Children arrive at the setting happy and eager to learn. They are taken to their designated room by their parents and receive a warm welcome from staff. Children immediately settle into the activities that staff have organised. For example, babies explore sand with spoons and staff encourage them to share. Staff support children to be independent. They remind children to hang their coats up and tidy up after themselves before getting ready to go outside. Older children are enthusiastic and play extremely well together. They negotiate the rules of playing 'piggy in the middle' and decide who goes in the middle first and who throws the ball. Children listen, respect each other's views and independently take turns.

Outside, children engage in role play. They ask each other what flavour ice cream they want from their pretend ice-cream van. Staff extend children's understanding of healthy lifestyles. For example, they talk to children about the effects of sugary sweets on their teeth. Staff encourage children to think about risk. For example, staff remind children how to walk down the stairs to the garden safely. Children demonstrate confidence as they say, 'Good morning' to other children and staff as they pass their rooms on the way to the garden.

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

- The manager is passionate about the care and education children receive. There have been some recent staffing changes and the manager is committed to ensuring that staff's well-being is supported. The manager is ambitious and recognises the areas she wants to improve further. Nonetheless, staff report that the changes are having a positive impact and that they feel supported.
- Staff know the children very well. They know what interests children and take this into consideration when planning activities. For example, staff provide a basket of foods for children to choose from as they read the story 'The Tiger Who Came to Tea'. Children show delight as they choose food items that they think the tiger would like. They join in with the story and anticipate what might happen next. As a result, children demonstrate a positive attitude towards their learning.
- The curriculum is designed to build on what children know and can do. For example, staff support children to develop the skills they need for future learning. Older children confidently talk about past events, such as Halloween and what they dressed up as. Staff encourage children to listen to each other and to take turns to share their ideas.
- Children from a young age are encouraged to manage their self-care. For example, staff consistently remind children to wipe their nose and put their tissues in the bin. Children are supported to remember to wash their hands before and after meals. This helps to develop children's independence.

- Staff support children to learn how to resolve minor conflicts from a young age. They encourage children to share resources and take turns. Staff talk to children about their emotions and how different experiences make them feel. For example, staff support younger children to learn what makes their friends happy or sad. As a result, children are becoming aware of their feelings.
- Children's independence and physical development are promoted. Staff supervise children well at mealtimes. They encourage children to serve themselves lunch and to scrape their plates when they have finished. Staff encourage younger children to use their knife to push food onto their fork. Children persevere when practising new skills.
- Although staff are supporting babies' physical development, space and resources for them to practise these skills fully are limited. Staff are caring and offer comfort and reassurance to babies. However, some aspects of the routine have an impact on how well staff respond to babies. As a result, the provision for babies is not as strong as that of the rest of the setting.
- Parents are happy with the care their children receive. All parents know who their child's key person is. Parents feel the communication is good. They feel they are kept up to date with what their children are learning, and how they can support their learning at home. Staff use an online platform to communicate with parents, as well as daily verbal feedback.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated lead for safeguarding understands the procedure to follow if she has concerns about a child's welfare. She knows how to respond if an allegation is made against a member of staff. Staff understand how to identify the signs of abuse, including if a child is being exposed to extreme views. They know how to respond to concerns, and how to report concerns to the local safeguarding partners. Staff understand the whistle-blowing policy and know what to do if they have concerns about the conduct of a member of staff.

## **What does the setting need to do to improve?**

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

- focus on enhancing the provision for babies to reflect the good quality seen throughout the rest of the setting.

## Setting details

<b>Unique reference number</b>	EY542724
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10319825
<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 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	020 3824 7087
<b>Date of previous inspection</b>	24 January 2019

## Information about this early years setting

Bright Horizons Dorking Day Nursery and Preschool registered in 2018 and is one of a chain of nurseries owned by Bright Horizons Family Solutions. The nursery is open Monday to Friday, from 7.30am until 6.30pm, all year round. The nursery employs 22 staff, 18 of whom hold appropriate early years qualifications. The nursery is in receipt of funding for the provision of early years education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Pippa Clark

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and 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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