

Inspection of Bright Horizons Inglewood Day Nursery And Preschool

Sonning Lane, Sonning, READING RG4 6ST

Inspection date: 21 February 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy. They are greeted warmly by staff, which helps them to feel welcome. Children benefit from having their care needs met by staff who know them well. This helps them to build strong attachments and to feel safe. For example, children who are a little unsettled on separating from their parents receive personalised support to help them feel reassured. Soon these children are happily playing alongside their peers. The impact of this good practice is seen in the warm bonds children build with staff and the confidence with which children approach their play and learning.

Children enjoy the wide range of learning experiences. They are interested to take part in the activities on offer and behave well. Babies and toddlers grow in confidence to crawl then walk. They enjoy exploring resources, alongside the smiley and encouraging staff. Older children develop a positive view of learning. On the day of the inspection, children confidently explained how they had learned to make dough and potions. All children benefit from regular opportunities to enjoy stories and songs, to support their language skills and develop a love of books. All children, including those with special education needs and/or disabilities (SEND), make good progress in their learning.

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

- Since the last inspection, the management team has made a range of improvements. This has had a positive impact on the overall quality of the provision. Staff have a clear understanding of their key-person responsibilities. They make good use of care routines to build warm bonds with children. Children show good levels of well-being.
- Staff have a clear understanding of the broad curriculum intent. They recognise that children who are settled and happy and who are progressing well with their language and physical skills are well placed to access other learning opportunities too. Throughout the nursery, staff prioritise these areas of learning. They ensure children have ample opportunities for physical play and regular opportunities to explore books and join in with favourite songs.
- Children with SEND receive effective, targeted support. Additional funding is used to enable staff to offer the extra help some children need to reach their full potential. Staff work well with other professionals involved in children's care.
- Overall, staff deliver effective teaching. They demonstrate new skills and give children time to practise these in their play. On some occasions, teaching is not as effective. For example, sometimes staff do not fully explain new language to children or give them enough time to answer questions.
- Children show that they are remembering well what they have learned. For example, they are able to retell the story of the 'Ugly Duckling' in their own

words. Children can explain how characters were feeling and what happened in the end.

- Children are curious learners. Babies show delight as they explore the interesting resources. Because the resources capture their interest, young children happily remain at activities for prolonged periods of time. This means staff have time to extend children's knowledge. For example, they build on children's interest in exploring baskets of different resources. Staff extend children's language by describing what they see. They encourage children to squeeze and feel resources, to help build muscle control.
- Staff make regular assessments about each child's progress. These are shared with parents to enable them to further support learning at home. Sometimes, in staff's diligence to keep written records updated, they do not identify the most appropriate next steps for individual children's learning. This means they are not able to target teaching to maximum effect.
- The management team has reviewed and improved staff deployment to ensure key staff can focus on supporting children's learning and emotional well-being. For example, staff now sit with children at mealtimes, to help children develop a positive view of healthy eating and to support them as they learn to feed themselves independently.
- The manager provides staff with regular opportunities to discuss their well-being and their roles. Since the last inspection, support for staff has focused on ensuring that they understand the importance of strong attachments for children's well-being. The impact of this is seen in how well staff now carry out their key-person responsibilities. The manager now recognises the need to extend this support to help staff build further on their teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager takes effective steps to ensure staff are able to recognise and respond to signs that a child may be at risk of harm or neglect. Staff undertake regular safeguarding training. The manager discusses safeguarding at staff meetings and supervisions. Staff know who to share concerns with and how to report concerns to other professionals if the need arises, to keep children safe. Leaders follow robust recruitment procedures to ensure the suitability of those employed to work with children. Staff clearly identify and minimise risks to keep children safe. For example, on the day of the inspection, some areas of the garden were not in use, due to storm damage.

What does the setting need to do to improve?

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

- focus staff support and coaching on building further on staff's existing teaching

skills, to help improve the quality of teaching to an even higher level

- support staff to use assessments more precisely to clearly identify the skills and knowledge children would benefit most from learning next.

Setting details

Unique reference number	EY549213
Local authority	Wokingham
Inspection number	10124709
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	166
Number of children on roll	81
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	0118 402 2390
Date of previous inspection	9 September 2019

Information about this early years setting

Bright Horizons Inglewood Day Nursery And Preschool re-registered in 2017. It is based in Sonning, Berkshire. There are 31 staff employed to work with children. Of these, three hold a relevant qualification at level 6, and 17 hold a relevant qualification at level 2 or 3. The nursery opens Monday to Friday from 7.30am to 6pm for 51 weeks of the year. The provider is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspectors

Sarah Holley
Tara Naylor

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 and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- Parents and children shared their views, and the inspector took these into account.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector held a meeting with the manager and representatives of the provider to find out about the management and leadership of the setting.

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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