

# Inspection of Bright Horizons Kingston Victoria Road Day Nursery and Preschool

Victoria Hall, Victoria Road, Kingston upon Thames, Kingston KT1 3DW

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Inspection date: 28 September 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive eager to start their day at the nursery. They have secure bonds with staff, and this helps them to settle and feel safe in this warm, inclusive environment. Babies cuddle with staff for comfort and older children chat happily to staff members and involve them in their play.

Children benefit from a broad and exciting range of activities that are easily accessible both inside and outside. Staff build on children's interests helping them to develop a positive attitude towards learning. They support babies as they explore their reflection in different mirrors, developing their self-awareness. Staff help older children build on their cooperative skills and develop their imagination, as they excitedly mix 'concrete' using sand, soil and water to repair a 'road.' Children learn using all their senses. They enjoy trying out different ways to explore the world around them. For instance, children add curry powder, paprika and thyme to their play dough and say, 'we're making something spicy,' as they breathe in the aroma.

From a very early age, children learn to share toys and take turns. They receive clear sets of rules and boundaries, which helps them behave well. Staff are skilful at supporting children when they struggle in their interactions with others and help them understand the consequences of their actions. There are high expectations for children to use 'please' and 'thank you' at appropriate times so that they learn to have good manners.

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

- The manager's curriculum is ambitious and progressive for all children including those with additional needs. Staff successfully build on what children know and can already do. Toddlers persevere when stacking bricks on top of each other and older children incorporate Spanish words into their play. Staff track children's learning and monitor progress on their next steps. As a result, children make good progress and are ready for the next stage in their learning.
- In general, staff support children's communication and language skills very well. Babies engage in song time and learn new words in self-chosen stories. Toddlers repeat words they hear as they bounce and roll balls and older children engage in back-and-forth conversations as they play in the garden. However, sometimes, staff do not use questioning as children play and explore to further develop their critical thinking and communication and language skills.
- The key person system is very effective throughout the setting. There is a comprehensive settling in programme that is adapted according to the needs of each child. The staff get to know the children well and quickly share affectionate bonds with them. New babies and children know who to go to for reassurance and this makes the transition a smooth one and supports their emotional well-being.

- Children with English as an additional language or those speaking more than one language receive very good levels of support. Staff find out key words in children's home languages and use those in the setting. Children learn about similarities and differences between themselves and others. For instance, children learn that some people may have different needs to them or that people come from different countries. Parents visit the setting to share information about their heritage. As a result, all children are made to feel welcome, and this helps boost their confidence and self-esteem.
- Overall, children's self-help skills develop well. Children wipe their own noses, wash their hands and serve themselves lunch. However, there are occasions when adults do things for children rather than giving them the opportunity to try themselves. For example, staff put butter on children's crackers and pour milk for them at snack time.
- Partnerships with parents are very positive. Parents comment on the 'attentive and caring' staff at the setting. Staff gather essential information from parents and make initial observations to ensure they meet children's care needs successfully. They use electronic journals to share information about children's progress; parents can use the journals to write comments about children's learning at home.
- The manager is dedicated and has strong leadership skills. She places a strong emphasis on staff training and ensures that this is targeted to benefit the children's learning. For instance, staff attend training to support children with additional needs with their communication skills. She has plans to expand on parent and child feedback through the use of regular meetings so that she can build on the high-quality service she offers.

## **Safeguarding**

The arrangements for safeguarding are effective.

The nursery maintains a robust recruitment procedure to ensure that all staff are suitable to care for children and check their ongoing suitability. Staff receive an intensive induction process when they start. They regularly update their training and are knowledgeable about their roles and responsibilities relating to child protection. Staff have a good understanding of signs and symptoms that would cause them concern. Policies and procedures are in place and staff have a clear understanding of how to report concerns for children and whistle-blowing procedures.

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

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

- enhance staff knowledge of how to maximise their interactions with children to promote their critical thinking and communication and language skills more

effectively.

- improve consistency in how staff support all children to develop their self-help skills.

## Setting details

<b>Unique reference number</b>	2585471
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10249042
<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>	75
<b>Number of children on roll</b>	63
<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 7091
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Horizons Kingston Victoria Road Day Nursery and Preschool registered in 2020. It is located in the London Borough of Kingston. The nursery operates Monday to Friday, from 7.30am until 6.30pm, all year round with a week off for Christmas. There are 22 staff members, 14 of whom hold a relevant childcare qualification at level 3 or above. The nursery is in receipt of funding for free early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Jacque Brown

## 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 leaders and has taken that into account in their evaluation of the nursery.
- The inspector conducted a learning walk with the manager to discuss how the curriculum is planned and what opportunities are available for children.
- A joint observation was carried out with the manager, and the impact of this on children's learning and development evaluated.
- Children, staff and some parents spoke with the inspector. Parents provided written feedback, so the inspector took their views into consideration.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector sampled a range of documentation, including staff's first-aid certificates and evidence of staff's suitability.

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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