

Inspection of Bright Horizons Caterham Burntwood Lane Day Nursery and Preschool

Burntwood Lane, Caterham-on-the-Hill, Surrey CR3 5UL

Inspection date: 5 January 2022

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| 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 and babies are happy and settled at the nursery. They are excited to see the staff and to play with their peers. Since the last inspection, managers have improved the key-person system. For example, children and babies build strong bonds with their key person, who now undertakes the majority of their personal care needs. This improvement to staff practice helps to make young children feel safe and secure. During times of change, including when they start at the nursery and move rooms, children are well supported. For instance, staff use a flexible approach to help new children settle at the nursery. This positively enhances their emotional well-being.

Children develop their physical skills, both indoors and outdoors. For instance, babies confidently climb the steps of the slide and older children jump hurdles and ride tricycles. Additionally, older children develop good coordination, problem-solving skills and build on their levels of concentration as they throw hoops. They squeal with excitement as one hoop temporarily catches on a low branch of a tree.

Children play well together. They readily share toys and take turns. Children respond well to staff's high expectations for them. They listen carefully to adults and respond positively to their requests. For example, younger children help to tidy away toys and clear their plates after lunch.

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

- Since the last inspection, management have made improvements to how they support children with emerging and identified needs. For example, all staff have completed training to improve their knowledge of special educational needs and/or disabilities. Staff demonstrate they know the procedures they must follow to get children the extra help they need to make continued progress.
- Staff observe children's play and make accurate assessments about their development. They use the information gathered to effectively plan children's individual next steps in learning. This helps staff to close any emerging gaps in children's learning and development, and children make good progress. Staff plan meaningful activities that consider children's interests and individual learning needs. However, sometimes during large group activities, older children become distracted and do not remain engaged in the intended learning.
- Staff create a safe and well-organised environment for children to learn and play in. Processes for reporting and recording accidents have greatly improved since the last inspection. Staff understand the accident reporting procedures and know their responsibilities.
- The manager and staff have a clear understanding of the curriculum and what they want children of all ages to learn. Staff work closely with parents to

establish what children know and can do when they start at the setting. This enables staff to plan as precisely as possible for children's learning from the outset.

- Parent partnerships are strong and staff involve them in their child's learning. Staff provide books and resources, such as the lending library, to help parents extend children's learning at home. Parents receive daily feedback about their children's care routines and what activities their children have enjoyed. However, occasionally, staff do not share more detailed assessments with parents in a timely manner. This means parents are not always fully informed about their child's learning and progress.
- Children are well mannered and polite. Staff are good role models for children, saying please and thank you when talking to each other and to children. They give consistent messages about the high expectations they have for children's behaviour.
- There are effective self-evaluation systems in place, which include feedback from parents and children. Older children discuss their likes and dislikes at regular 'Preschool council' meetings. The information gathered from the meetings informs future planning of resources and activities.
- Managers and leaders implement effective strategies, such as supervision and individual meetings, to evaluate workloads and promote staff well-being. Staff attend regular team meetings to share good practice and knowledge. This helps to ensure children receive good quality learning experiences.
- Children learn how to keep themselves healthy. They thoroughly enjoy the variety of nutritious hot meals provided for them. Children enjoy playing outside in the garden each day, where they benefit from fresh air.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed child protection and safeguarding training. They have a secure knowledge of the signs that children may be at risk of harm. They fully understand the processes to follow if they have concerns about children's welfare. Staff know what to do in the event of an allegation against a staff member. Robust and comprehensive risk assessments help to assure the safety of children, staff and parents. For example, staff complete daily checks of the environment to help identify and reduce any hazards for children.

What does the setting need to do to improve?

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

- strengthen processes for sharing information about children's learning and development with parents to ensure they are fully informed about their child's progress

- review the planning and implementation of large group activities to ensure children remain interested and engaged to enhance their learning even further.

Setting details

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| Unique reference number | EY281897 |
| Local authority | Surrey |
| Inspection number | 10107775 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 72 |
| Number of children on roll | 48 |
| Name of registered person | Bright Horizons Family Solutions Limited |
| Registered person unique reference number | RP901358 |
| Telephone number | 01883 770540 |
| Date of previous inspection | 9 May 2019 |

Information about this early years setting

Bright Horizons Caterham Burntwood Lane Day Nursery and Preschool registered in 2001 and is located in Caterham-on-the-Hill, Surrey. The nursery is open each weekday from 7.30am to 6.30pm. Funding is accepted to provide free early education for children aged three and four years. There are 16 members of staff who work regularly with the children. Of these, nine hold relevant early years qualifications at level 2 or above.

Information about this inspection

Inspector

Michaela Borland

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 joint observation to review the quality of education and assess the impact this has on children's learning.
- The inspector spoke with staff, parents and children at appropriate times during the inspection and took account of their views.
- A learning walk was completed with the manager to understand how the setting operates and how the curriculum is organised.
- The inspector viewed a sample of relevant documentation, including suitability checks to ensure adults are safe to work with children.

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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