

Inspection of Bright Horizons Farnborough Day Nursery And Preschool

40 Reading Road, Farnborough, Hampshire GU14 6NB

Inspection date: 3 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and confident at the nursery. Children show that they feel safe and secure within their environment as they confidently leave parents and enter their rooms. Children establish close relationships with their key person. For instance, the younger children find their key person when they require cuddles before their nap times. This supports their well-being. Children have a great time at nursery. They show continuous levels of concentration and engagement at activities. For example, the youngest children explore dinosaurs in sand, water, paint and play dough. Whereas the older children fully immerse themselves in cutting and peeling, as they make their own fruit kebabs ready to share with their friends at snack time.

All the staff have high expectations for children's behaviour. They learn to play harmoniously together, with the support of the kind and caring staff. For example, if children encounter difficulties, they will approach staff for support. Staff consistently praise positive behaviour. They are quick to correct children's unwanted behaviour and support them verbally in seeing through routines, with the support of the setting's 'golden rules'. Children develop a love of reading. Staff consistently read and sing to the children during the day. Children regularly choose books and seek staff to read to them. Staff fully immerse themselves in books, using props and voices to make the stories come to life.

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

- Children engage in a good range of activities relating to their interests and stages of development. However, at times, staff could extend this learning for the younger children further. For example, when children were exploring sensory activities, the staff missed opportunities to further discuss what was happening. This limited the challenge they could have provided for the children who were ready for more extension to their learning.
- Mealtimes are great opportunities for children to talk and interact with their peers. However, at times, the environment can seem hectic and noisy. Children wait for their lunch for extended periods of time, where they are not engaged in any meaningful learning. This impacts on their behaviour as they wait.
- Staff are particularly skilful in developing children's language. For example, in the pre-school room staff collect various resources that the children then pull out of the bag to make up a story. The children show great levels of involvement and concentration. However, at times, the lunchtime routine can interrupt this as children are called away to wash their hands. This then impacts on the learning and enjoyment that children are getting from the activity.
- Children with special educational needs and/or disabilities (SEND) are supported well within the nursery. For example, the setting liaises well with other

organisations that are involved in the children's care to provide continuity. Staff know exactly what each individual child needs in order to progress with their learning. Additional funding is used well to pinpoint exactly what children need to develop. All children are making good progress.

- Staff well-being is given a high priority. Staff feel valued and know where to go if they need support or guidance. For instance, leaders and managers ensure that each staff member has regular one-to-one opportunities to talk and discuss their welfare. Staff are provided with ample opportunities to continue and extend their professional development. For example, when staff showed an interest in learning about the forest-school approach, leaders have been responsive.
- Parents, overall, are very pleased with the care and education that their children receive. Parents comment on how well children settle at the nursery and build relationships with the staff. Parents praise the level of communication that they have with their children's key person. There are regular opportunities for parents to talk to staff face to face or via the nursery app. Parents enjoy receiving photos and notifications of what their children have been doing. This provides them with ideas and information on what they can do to extend and continue learning at home.
- Children select from a variety of resources outdoors which helps to develop their physical development and risk taking. For instance, children show great enthusiasm to use a range of resources to build their own assault course.
- Children are provided with meaningful opportunities to learn about the wider world. For instance, the faiths, cultures and religions of all children are celebrated and given value. Children learning English as an additional language are fully supported. For example, staff learn key words in children's home languages in order to ensure they feel included and have their needs met. Staff have created home learning packs relating to the cultures and celebrations that are represented within the setting. These are shared with parents so children can explore this further at home.
- Leaders and managers strive to provide high-quality care and education to all children. They plan a curriculum that builds on what children need to know and do. This is well implemented and understood by all staff across the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a thorough understanding of their duty to protect children. All staff undertake regular training to ensure that their knowledge is up to date and relevant. Staff know how to recognise possible indicators of abuse and how to share this information to ensure that children are protected. Staff can confidently talk about further safeguarding risks, such as female genital mutilation, the effects of domestic violence, and radicalisation. The setting is safe and secure. Staff undertake daily risk assessments to ensure that the premises are suitable for children. Staff recruitment processes are robust. Staff suitability is regularly reviewed to ensure that they remain suitable to work with 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 provide further challenge to children during activities to fully extend the quality of children's learning experiences
- review the routines of the day to ensure that routine tasks do not limit children's learning opportunities
- review the organisation of mealtimes so that children are calmer and engaged in learning during these times.

Setting details

Unique reference number	2547670
Local authority	Hampshire
Inspection number	10215616
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	1 to 4
Total number of places	140
Number of children on roll	116
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01252 917072
Date of previous inspection	Not applicable

Information about this early years setting

Bright Horizons Farnborough Day Nursery and Preschool registered in 2019. The nursery is open from 8am until 6pm each weekday, all year round, except bank holidays. The nursery employs 25 staff. Of these, 14 hold appropriate early years qualifications, including one who holds a qualification at level 6. The setting receives early education funding for children aged, two-, three- and four-years old.

Information about this inspection

Inspectors

Kelly Southern
Clare Perry

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 provider and has taken this into account in her evaluation of the provider.
- The third in charge took the inspectors on a learning walk around the provision, explaining the intent of the curriculum in each room.
- The inspectors viewed relevant paperwork relating to the suitability of the staff.
- The provider joined the inspector in evaluating the practice of the staff team.
- The inspectors spoke to parents and took into account their views 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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