

Inspection of Bright Horizons Royal Earlswood Day Nursery and Preschool

Asylum Arch, off Princes Road, Earlswood, Redhill, Surrey RH1 6GB

Inspection date: 25 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at nursery and form close relationships with the staff who look after them. Following COVID-19, leaders have worked hard in helping children to settle back into nursery after the break. Staff make sure every child feels emotionally secure. Children benefit from specialist sessions, such as yoga and mindfulness. These help them manage their emotions and be confident to separate from parents each day. The sessions are working well and children now arrive at nursery with confidence, enthusiasm and excitement for their day.

Children are happy and safe at nursery. From the youngest age, they begin to learn about possible dangers and risks. The nursery's 'Candy Floss' puppet reminds children when there are potential hazards. For example, when two-year-old children came in from the garden on a very rainy day, staff used Candy Floss to remind children the floor is wet and may be slippery.

Leaders and staff have very high expectations of all children. They work hard to understand every child's personal qualities and provide for these accordingly. Every child is valued. Children who need extra help with their learning are supported particularly well. All children make good progress from their starting points and any gaps in their learning close quickly.

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

- Overall, teaching is good. Staff make full use of the nursery environment to support children's learning. A particularly good range of activities takes place outside, where children have opportunities to enjoy exploring nature, observe seasonal change and learn about the environment. Staff respond positively to children's interests, for example when two- and three-year-olds delight in splashing in puddles and collecting rain water in different containers.
- The nursery curriculum is broad and balanced and takes account of children's different styles of learning. There is clear progression from each age group and children are prepared well before moving rooms. However, occasionally, teaching is not always matched to the principles of the curriculum. For example, sometimes, staff do things for children and stop them practising their independence skills. They sometimes unintentionally prevent children from exploring freely or using the knowledge they already have to solve problems themselves.
- The leadership team is highly respected and they receive good support from head office staff. The nursery manager has only been in post for nine months, yet she already has a very incisive view of the quality of provision and she knows what needs developing further. Detailed improvement strategies are in place but it is too early in some areas to measure the full impact, particularly

around improving teaching to the highest level.

- Children are particularly well prepared for starting school. They develop good communication skills and staff encourage them to make their own choices. Children are keen to ask questions and become increasingly confident in taking care of their own needs. Leaders link closely with the schools children move on to, so that Reception teachers understand each child well and are ready to support them.
- Staff have worked hard to promote children's literacy skills and their interest in books and stories. Following the pandemic, leaders noted a slight dip in children's understanding of literacy, so a nursery 'lending library' was created. This has given parents and children access to a wide selection of stories and books about significant events, such as the birth of a sibling or moving home. Staff have noted children now listen with more interest at story time and talk in more detail about storylines and book characters.
- Children behave well. They show care and consideration for others and staff help them to understand simple rules and boundaries. Older children confidently resolve their own minor disputes without the need for adult input. As a result, there is a very happy, positive atmosphere throughout the nursery.
- Parents are fully involved in their children's learning and development. They have been welcomed back into the nursery following the pandemic. Parents confirm they receive regular information about what their child is learning. Many parents praised the staff and described them as going 'above and beyond' in their care of the children.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare is a high priority for staff. Staff follow all health and safety policies carefully to minimise risks and keep the premises safe and secure. Staff are trained well in all aspects of child protection and they are confident in the procedures they must follow if they have any concerns about a child. Children learn about safety as part of the nursery's curriculum and through their many outdoor learning experiences. For example, when they are using tools outside, they learn how to handle and store these carefully to prevent injury to themselves or their friends.

What does the setting need to do to improve?

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

- fully embed the current improvement measures so that teaching is consistently of the highest quality and continually reflects all elements of the nursery's curriculum.

Setting details

Unique reference number	EY287647
Local authority	Surrey
Inspection number	10128593
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	93
Number of children on roll	67
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01737 309076
Date of previous inspection	5 January 2016

Information about this early years setting

Bright Horizons Royal Earlswood Day Nursery and Preschool registered in 2004. It is located in Redhill, Surrey. It is open from 7.30am to 6.30pm, each weekday, all year round. The setting employs 18 staff. Of these, 14 hold appropriate early years qualifications. The setting accepts funding for free early years provision for children aged two, three and four years.

Information about this inspection

Inspector
Jo Caswell

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector looked at the nursery premises and discussed the health and safety and child protection procedures.
- The nursery manager explained the setting's curriculum and what they teach the children, during a learning walk around the nursery and its garden.
- Children spoke to the inspector and explained what they liked doing at nursery.
- Staff talked to the inspector about why they plan activities and what they want children to learn from them. They also spoke about how they make sure all children are making progress in their learning and development.
- Parents shared their views about the nursery, either by directly speaking with the inspector or submitting written feedback.

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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