

# Inspection of Bright Horizons Reigate Holmesdale Road Day Nursery and Preschool

81 Holmesdale Road, Reigate, Surrey RH2 0BT

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Inspection date: 1 December 2021

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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 Outstanding

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

### **The provision is good**

Children feel safe and secure. They arrive happily with their parents and eagerly go off to their base room with staff. Currently, due to the nursery's COVID-19 risk assessment, parents do not enter the building to minimise the risk to health. Children receive good support from staff, for example, babies seek cuddles and reassurance from staff when they need this. Staff know where and how to support children's learning and will adapt their provision and practice to meet the needs of individual children, including those with special educational needs and/or disabilities. This helps children make good progress in their learning and development.

Children play in a stimulating environment, where staff provide a range of interesting activities which motivates children to learn. Children are keen to participate in activities staff provide. Staff make good use of children's engagement to build on their interests and vocabulary. For example, children create their own pictures of a snowman while extending on their understanding of what weather you need to build a snowman and what clothing is needed for the cold weather. Children talk to staff about their feelings and learn to understand their emotions. For example, older children recall their emotions they felt when they went to the doctor or had a birthday.

Communication and language development is supported well among children. Children enjoy the stories, songs and action rhymes they complete with staff. Children develop a love of books and the manager and staff recognise the importance of promoting this as widely as possible. Children enjoy listening to staff as they read them stories. Staff make these exciting and engaging, and they encourage children to share what is happening in the story.

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

- The manager fosters a culture of professional development. Staff state they are well supported and are happy in their roles. They benefit from regular supervision, which supports them to reflect on their practice and improve outcomes for children. The manager recognises the importance of staff well-being and has started putting measures in place to reduce the workload for staff.
- The manager is reflective and identifies and implements changes that improve what the nursery provides. She has a clear vision regarding the future development of the nursery. Management and staff tailor the curriculum to meet the needs of the children and give them the skills they need for the next stage of their learning.
- The quality of staff teaching is good. Staff engage children during their play and

encourage them to share their ideas and views. On occasion, staff did not provide older children with sufficient challenge or encourage their critical thinking skills effectively.

- Staff know the children well and clearly identify where best to support them. All children, including those with special educational needs and/or disabilities, make good progress in their learning. The special educational needs and/or disabilities coordinator works closely with staff, parents and other professionals to ensure children get the required level of support they need. Staff recognise that additional support is beneficial to children and quickly put additional strategies in place. This helps children make the best possible progress.
- Management follow robust recruitment procedures and new staff say that they feel welcomed and are happy with the induction process. They receive an in-depth induction when they first start and access regular training. This enables staff to have the required skills to ensure the best outcomes for children.
- During the COVID-19 pandemic, the manager and staff kept in contact with parents and shared ideas with them on how to continue their children's learning at home. Parents share how this helps them discuss with children what they have done at nursery.
- Children behave well, they understand what staff expect of them and engage in activities enthusiastically. Staff role model good manners, saying please and thank you, and praise the children when they are kind and helpful.
- The on-site chef prepares healthy and nutritious home-cooked meals and snacks. Staff use mealtimes and cooking sessions to discuss with children about healthy eating and good oral hygiene. There are clear processes staff follow to ensure that children's dietary requirements are met. In some rooms, staff closely follow good hygiene practices. However, at times, some staff do not rigorously follow these or act as consistently positive role models for children. For example, by not washing their hands after touching a shoe and then serving food.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role and responsibilities to safeguard children. They demonstrate a good understanding of the different kinds of abuse, including wider safeguarding issues, and how and where to report these concerns to. All staff have completed safeguarding training and the management team ensure that staff keep their knowledge up to date. The manager, who is the designated safeguarding lead, ensures that staff are suitable to work with children. She is confident about what to do if there is an allegation against a member of staff or a concern for a child's welfare. Any complaints are taken seriously and appropriately dealt with. The manager and staff complete risk assessments to minimise and remove any potential hazards to enable children to play in safety.

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

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

- promote greater consistency in how staff implement good hygiene practices and support children's understanding of how to keep themselves safe
- provide older children with a greater level of challenge during activities to further extend their ongoing learning.

## Setting details

<b>Unique reference number</b>	EY281377
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10128587
<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>	109
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	01737 309075
<b>Date of previous inspection</b>	21 January 2016

## Information about this early years setting

Bright Horizons Reigate Holmesdale Road Day Nursery and Preschool originally registered in 1997 and re-registered in 2004. It is part of Bright Horizons Family Solutions Limited. It operates from Reigate in Surrey, close to Reigate railway station. The nursery opens from 7.30am to 6.30pm Monday to Friday throughout the year. It closes for a week at Christmas and for bank holidays. The nursery receives funding to provide free early education for children aged two, three and four years. There are 22 staff; of these, 10 hold early years qualifications, three hold level 6 qualifications, two of whom have early years teacher status, five hold level 3 qualifications, two hold level 2 qualifications and 10 staff are unqualified.

## Information about this inspection

### Inspector

Shona Allerton

## 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 the evaluations of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the curriculum and what staff want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager, and discussed how effective the implementation met the learning intention.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed a sample of staff documentation, including supervision records.

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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