

Inspection of Bright Horizons Reigate Day Nursery and Preschool

64 Cockshot Hill, Reigate RH2 8AN

Inspection date: 8 February 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children demonstrate a positive attitude to learning. For instance, they thoroughly enjoy the sensory experience of mixing herbs and spices into play dough. Children engage in positive interactions with each other as they eagerly share the herbs with their friends. They use their imagination by pretending they are making 'bread'. Children apply their mathematical knowledge as they count the number of pieces they have made. This shows that children develop well across all areas of learning. Staff encourage children to explore the different smells, textures and appearance of the herbs and spices. This helps children to extend their vocabulary.

Staff successfully meet children's needs. They help new babies settle in quickly, due to the attentive care that they give them. Babies readily explore the resources within the room and check in with staff when they need reassurance. Staff recognise when children are ready to have a sleep and they respond promptly. Children with special educational needs and/or disabilities (SEND) receive exceptional support from staff. The staff have a strong and thorough knowledge of their individual needs. They use this information to implement effective strategies to help all children make good progress.

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

- The nursery has a strong leadership team, who work well together to continually identify areas for improvement. They seek regular feedback from parents, which helps to inform their evaluation of the nursery. The leadership team are currently redeveloping space within the toddler room to provide them with new experiences. This shows that they strive to provide high-quality care to help children to reach their full potential.
- The leadership team has a clear vision of what they want children to learn during their time at nursery. Staff implement this in their daily practice. There is a strong focus on children's well-being to help them feel safe and secure. This enables children to strengthen relationships with their peers and staff and enhances their engagement in learning.
- Staff talk confidently about their key children. They have a clear intention regarding what they want children to learn, which builds on what they know and can do. Staff work in partnership with parents and other agencies to support children with specific concerns. However, sometimes staff do not share ideas with parents on how they can extend their child's learning at home to help them reach their individual learning goals. This does not fully support continuity in care and learning.
- Parents are complimentary about the nursery and staff. They appreciate the warm and safe environment that staff provide for their children. Parents explain

that their children have access to a wide range of experiences that support their personal development, such as yoga, Spanish lessons, the lending library and messy play activities. This helps to prepare them for their future learning.

- Staff have developed a well-sequenced and ambitious curriculum that reflects the individual needs of all children. They seek input from the children when planning activities. For instance, children are able to vote for how their day is organised. This enables them to be included in their own learning and development. This also enriches their awareness of democracy and supports them to become resilient when the outcome of the vote is different to what they wanted. This provides children with an understanding of British values, which helps children to develop key skills to prepare them for life in modern Britain.
- Children take turns to be the 'safety superhero' for the day. Staff give them specific responsibilities, such as helping risk assess the garden and reminding their friends to drink their water. This gives children opportunities to develop their independence skills, which prepares them for when they start school. Staff encourage children to self-regulate their own experiences. For instance, they understand that when the aprons in the sand area have all gone, they need to wait their turn before they can have a go. Children develop high levels of confidence, independence and extremely good manners as they know what is expected of them.
- Staff deploy themselves effectively to ensure that children are well supervised. They are quick to respond when they see children climbing on the nursery furniture. Staff encourage them to assess the dangers for themselves. This helps children to develop a deeper understanding of how to manage their own risks.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good safeguarding knowledge. They recognise signs of abuse and know the safeguarding procedures to follow in order to protect children. Staff feel well supported by the leadership team and they would be confident raising any concerns with them. This helps to keep children and staff safe. Staff are well organised, particularly during mealtimes, so that they can supervise children effectively. They respond quickly when they identify hazards, and they encourage children to manage their own risks. This helps to keep children safe.

What does the setting need to do to improve?

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

- enhance home learning further, so parents can support their children with their individual learning goals.

Setting details

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| Unique reference number | EY492036 |
| Local authority | Surrey |
| Inspection number | 10276875 |
| 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 | 96 |
| Number of children on roll | 76 |
| Name of registered person | Bright Horizons Family Solutions Limited |
| Registered person unique reference number | RP901358 |
| Telephone number | 01737 303975 |
| Date of previous inspection | 28 February 2018 |

Information about this early years setting

Bright Horizons Reigate Day Nursery and Preschool registered under new management in 2015. It is one of several nurseries operated by the provider. The nursery is located in Reigate, Surrey. It employs 20 members of staff; 16 hold a relevant qualification in childcare, and four are unqualified. The manager holds a BA (Honours) degree in Early Childhood Studies. The nursery is open from 7.30am to 6.30pm Monday to Friday, throughout the year, apart from bank holidays. The nursery offers funding for two-, three- and four-year olds.

Information about this inspection

Inspector
Hayley Kiely

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager completed a learning walk of the nursery with the inspector and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The manager and the inspector carried out two joint observations.

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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