

Inspection of Bright Horizons Teddington Cedar Road Day Nursery and Preschool

16 Cedar Road, Teddington, Middlesex TW11 9AL

Inspection date: 3 July 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The manager's strong emphasis on staff's well-being has led to the retention of a high-quality workforce. Staff continue to provide the best possible care and education for all children. This gives children a great sense of safety and security in all aspects of their experiences. Children are extremely confident, which is evident in their play. For example, babies manage age-appropriate risks and challenges that help build their physical resilience. Older children participate in activities which require them to perform various body movements. Children have plenty of time to test, practise and repeat new skills to consolidate their learning. They are very happy and consistently demonstrate strong levels of motivation.

Staff's curriculum ignites a passion for learning in children. They do an excellent job of nurturing children's curiosity and imagination. Children have first-hand experiences of caring for other living things and meeting people in the community. They display excellent behaviour and respect for others. Over time, children have learned the language of feelings. Staff, particularly those caring for babies, are exceptionally fun, energetic and playful. They ensure that activities are rich with conversations, songs and stories. Staff's high-quality interactions with children lead to sustained high levels of achievement.

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

- The manager has high ambitions for all children. She is relentless in involving parents, staff, children and other professionals to help her evaluate their practice rigorously. For example, since the last inspection, the manager has enhanced the literacy curriculum. This has led to children accessing carefully selected books inside and outside, fostering their love of reading. Additionally, the manager has increased the support for children's home learning to ensure a more consistent approach to their care and education.
- Staff put tremendous effort into providing children with the best possible start in life. They maintain regular communication with parents and other professionals. Parents unanimously praise the nursery staff, describing them as 'brilliant' or 'great' in their care of children. The partnerships formed with parents and others in the community are highly effective.
- The manager ensures that staff receive ample support and professional development opportunities to maintain an outstanding provision. For example, recent training has enabled staff to learn more about children's brain development. This has, in turn, helped them to understand better how and why certain behaviours manifest in children. Staff are much calmer, which teaches children to develop empathy and care for each other. Children's behaviour is superb.
- Staff's assessments of children's learning are accurate. They promptly notice and

address any issues in children's learning. This is especially helpful for children with additional communication or mobility needs. Consequently, all children, including disadvantaged children and those who receive funding, progress significantly from their initial starting points.

- Staff's curriculum is comprehensive which provides each child with a rich learning experience. They plan activities with clear educational intentions in mind. For instance, staff organise trips to the local train station to broaden children's understanding of various modes of transport. They also visit local shops to demonstrate how numbers are applied in the real world. Children interact with members of the community to learn about diversity and unique qualities of people around them.
- From a young age, children are eager to assist staff with daily tasks. For example, toddlers help out during snack time by indicating how and where they would like their food to be served. Older children arrange tables for mealtimes competently. Children take responsibility for their own needs, showing high levels of self-care and independence.
- Staff have high expectations for what children can achieve. They use their excellent skills, such as during story time to capture children's attention. Children giggle with delight and join in with phrases as they listen to stories about animals. In another activity, children count and compare sizes and measurements of various vegetables. They show impressive critical thinking and problem-solving skills. Children are extremely well prepared for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY288734
Local authority	Richmond Upon Thames
Inspection number	10351672
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	67
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	020 3906 6584
Date of previous inspection	4 October 2018

Information about this early years setting

Bright Horizons Teddington Cedar Road Day Nursery and Preschool opened in 1990 and re-registered in 2004. The nursery is located in the London Borough of Richmond upon Thames. It is open each weekday from 7am to 6.30pm for 51 weeks of the year. It is closed for public bank holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are 25 members of staff who work with the children. Of these, one holds qualified teacher status and 16 hold appropriate early years qualifications from level 2 to level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 nursery.
- The inspector interviewed staff and engaged with children at appropriate times during the inspection. She viewed relevant documentation, including staff's qualifications and evidence of their suitability to work with children.
- The inspector completed joint observations with the manager. They evaluated the quality of education and the impact of this on children's learning.
- The manager showed the inspector around the nursery. She explained to the inspector how they provide a broad curriculum for children and plan for their learning.
- Parents spoke with the inspector and shared their views of the nursery. Some parents left written feedback, which was also taken into account.
- The manager and senior leaders met with the inspector to explain how they operate as a nursery.

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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