

Christopher Robin Day Nursery

Inspection report for early years provision

Unique Reference Number	119994
Inspection date	06 September 2007
Inspector	Joanne Lindsey Caswell
Setting Address	Horseshoe Lane East, Merrow, Guildford, Surrey, GU1 2TU
Telephone number	01483 303474
E-mail	
Registered person	Christopher Robin Day Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Christopher Robin Day Nursery has been registered since 1993. It is part of the Christopher Robin Day Nursery Group, which owns five day nurseries within the Surrey area. The nursery operates from a purpose-built, single-storey building located within the grounds of St. Peter's Roman Catholic Secondary School in the Merrow area of Guildford, Surrey. Children are accommodated in four age-related base rooms. Toilet, hand washing, nappy change, sleep areas and kitchen facilities are incorporated into all base rooms. There is also a fully enclosed outside play area. The nursery serves families from the local community and surrounding areas. The nursery is open throughout the year, from Monday to Friday, from 08:00 to 18:00.

There are currently 52 children, aged from four months to three years, on roll. This includes 15 children who receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of 15 staff work with the children. Of these, 10 staff hold recognised early years qualifications. A further three staff are currently working towards a qualification. Staff qualifications consist of nursery nurse training, early years care and education and Montessori

teaching. The nursery receives support from the local authority. The company holds Investor in People status. The nursery combines the Montessori teaching principles with a play-based curriculum.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

The commitment shown by staff in promoting children's healthy development is excellent. Staff are exceptionally conscientious in maintaining a scrupulously clean and consistently hygienic environment. Highly effective cleaning routines and meticulous procedures help to prevent the spread of illness and infection. For example, the floors are kept consistently clean as there is a 'no outdoor shoes' policy throughout the nursery. Staff clearly identify children's bottles, soothers and comforters to prevent cross-infection. All staff fully implement effective routines during nappy changes. They wear aprons and gloves and understand how to dispose of nappies hygienically. Children benefit from freshly-laundered bedding and staff are vigilant in ensuring that all babies and children have their own cots and mattresses. Meticulous planning for staff deployment ensures that any staff responsible for preparing and serving food are not involved in nappy changing routines. These measures contribute fully towards helping to promote a healthy and hygienic environment for children.

Children develop an excellent understanding of how to keep themselves healthy. Staff explain to children why they must wash their hands after toileting, playing outside and before eating. Well-designed bathrooms enable children to access wash basins easily and safely and develop independence with personal care routines. After meals, children fully understand they must brush their teeth. They access tissues easily for blowing their noses and understand the importance of disposing of tissues hygienically in the lidded bins provided. Consequently, children develop an excellent awareness of effective routines for promoting their good health.

Staff are extremely attentive in monitoring children's health and welfare needs. They quickly recognise when a child is poorly and take appropriate action. For example, they complete comprehensive written records and clearly monitor changes in body temperature and physical well-being. As a result, detailed information is passed on to parents regarding children's health and welfare. Accident records are completed in detail and staff are conscientious in recording all relevant information.

There is excellent provision for children to benefit from outside play and physical exercise. Children thoroughly enjoy playing in the nursery garden and use an extensive selection of equipment, toys and resources. Staff enable children to fully explore the natural environment, such as splashing in water and playing with sand. Effective routines after outside play ensure that children wash their hands thoroughly and are quickly changed out of muddy or wet clothes. As a result, children thoroughly enjoy the outside play experience as they are given the opportunity to play in the fresh air and investigate their surroundings. There are many resources available which encourage muscle control, spatial awareness and co-ordination. For example, babies are encouraged to roll, sit up and develop mobility. Toddlers use resources for pushing and pulling and small ride-on toys. All children have access to slides, climbing equipment and wheeled toys. As a result, there is excellent provision for all age groups of children to benefit from active, physical play.

Children's dietary needs are met exceedingly well. The nursery has excellent provision in place for the provision of food and has recently won a five-star award for healthy, nutritious meals. All staff are trained in Food Hygiene and demonstrate an excellent understanding of regulations relating to safe food storage and preparation. All children's individual needs are clearly understood and staff ensure that all food is safe and appropriate for children. Mealtimes are extremely relaxed and homely with children and staff eating together. Children benefit from ample portions and all meals are extremely wholesome and nutritionally well-balanced. Children take an active part in preparing for meals by helping to lay the table and clearing away after. This helps children to take an interest in mealtimes and be thoroughly involved. The nursery is totally committed to promoting a healthy eating programme and encourages parents to adopt healthy eating patterns with children at home. There is a comprehensive weaning programme in place for babies and all snacks consist of healthy options. Drinking water is readily accessible to children, enabling them to help themselves to a drink whenever they need one.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The nursery offers an exceptionally safe, homely and welcoming environment for children. All staff are extremely vigilant in protecting children from hazards and implement effective, comprehensive risk assessments to keep children continually safe from harm. Nursery rooms are bright, colourful and inviting for children. All relevant precautions are taken to minimise risks and effective staff deployment ensures that children are fully supervised at all times. Sleeping babies and children are frequently checked and written records are maintained to ensure children's safety and security. All nappy change, hand washing and toilet areas are integrated into group rooms ensuring children can access these safely. The nursery garden provides a fully enclosed, safe area offering exciting and stimulating play opportunities.

Children play with a plentiful range of high quality toys and play materials. Highly effective storage arrangements enable all children, including babies, to self-select their own toys. Children can easily see what is available and make their own independent choices, encouraging freedom of choice and equal opportunity. All furniture, resources and equipment throughout the nursery is in excellent condition and is used appropriately by staff to ensure children's safety.

There is excellent provision in place to ensure children's safety in the event of an emergency. Staff and children regularly undertake unannounced emergency evacuation drills and clear procedures are implemented to ensure the safety and well-being of children. For example the designated Fire Officer makes full use of fire drills to help staff consider alternative means of escape. This ensures that staff are clearly aware of all fire evacuation plans and fully understand how to promote children's safety in the event of an emergency.

Children are kept consistently safe on outings as staff implement comprehensive policies. Written parents' consent is obtained before children enjoy walks within the school grounds. Staff carry all emergency contact details, first aid kits and mobile telephones to ensure they are fully prepared to cater for any emergency situation. Babies are safely transported in buggies and high adult to child ratios are implemented, ensuring close supervision.

Children develop an excellent understanding of safety as staff give clear explanations. For example, children confidently understand why they must not run inside as they may hurt themselves. They tuck their chairs under the table, recognising that they must prevent other children or staff from trip hazards. Children talk confidently about safety and explain why it is important to prevent hazards and maintain a safe environment. Topic work endorses children's

understanding of safety issues and staff arrange visitors to the nursery to help reinforce this. For example, children learn about road safety and enjoy visits to the nursery from the emergency services.

Children's safety and security is fully promoted as all staff have an excellent understanding of safeguarding policies and procedures. They undertake appropriate training and regularly update their knowledge to ensure they have a secure understanding of how to promote children's welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children benefit from a first-class standard of care throughout the nursery. Staff are exceptionally attentive towards all children and form warm, positive and exceptionally happy relationships with them. As a result, there is an extremely homely, loving and relaxed atmosphere evident throughout the nursery. All children are exceptionally happy and benefit from very close interaction. Staff in the Piglets' room are particularly gentle and caring towards the youngest babies and give all children plenty of individual attention. During feeding routines, babies are held closely and all babies receive high levels of physical affection and cuddles. Babies delight in the close attention from staff. For example, staff initiate games of 'Peek-a-Boo' and laugh and giggle with babies. Babies express their delight in this by smiling and kicking their arms and legs with excitement. There is an extensive selection of easily accessible toys enabling babies to explore colours, shapes and textures. They play in a ball pool and enjoy crawling into a small tent. There are many musical toys enabling babies to listen to sounds and develop an understanding of 'cause and effect'. For example, babies are excited to be rewarded with coloured lights, music and sounds when they press buttons on toys.

Older babies in the Kangas' room have ample opportunities to explore their environment. They delight in singing songs with actions and using their senses to investigate different textures. For example, babies enjoy body painting and cover their bodies in different coloured paint. Staff engage in fun, practical activities with the babies and demonstrate an excellent knowledge of the babies' individual needs. There is excellent interaction enabling babies to be quickly comforted and positively engaged in play. Babies enjoy handling jelly and explore natural materials in treasure baskets. They start to enjoy activities planned around themes, such as Night and Day and Animal Sounds. Staff organise the room extremely effectively to enable babies to develop their imagination as they play with role play resources, such as tea sets, pretend food and a small kitchen. Staff in the Kangas' room introduce children to some of the Montessori principles. For example, children 'post' objects as they play with shape sorters and learn to 'stack' as they build towers with bricks. Effective and continuous planning between all nursery rooms enables children to develop these skills further as they progress through the nursery.

Children in the Little Tiggers' room develop their social skills as they learn to play together. They begin to share and take turns with one another and begin to develop name recognition. They find their names and begin to talk about the days of the week, seasons and weather. Staff encourage children to talk about their feelings and emotions and they enjoy singing songs. There is a very happy, positive and lively atmosphere within this room with very strong relationships evident between children and staff. Children listen to one another during group activities and happily take part in the 'Hello' song, greeting one another in English, French or Spanish. Children continue to use Montessori resources for Practical Life experiences. For

example, they use objects for pouring and transferring and handle a wide range of tools and resources, encouraging co-ordination and manipulation.

The care provision within the Big Tiggers' room is excellent. Staff know all the children extremely well and form close, loving relationships. A quality range of play opportunities enables children to explore, experiment and investigate. Children benefit from a fun, relaxed and homely environment, where learning is fun and all experiences are positive. This enables children to thoroughly enjoy their time at nursery and develop close friendships with their peers and the staff.

All staff have an excellent knowledge of how to promote children's learning and development through the provision of rich, quality play experiences. Staff empower children to develop their interests and curiosity, enabling them to enjoy active, child-initiated learning. Staff carry out frequent assessments on all the children and successfully combine the Birth to three matters framework with the Montessori curriculum in order to closely monitor and evaluate each child's learning and development.

NURSERY EDUCATION

The quality of teaching and learning is outstanding. Staff have an excellent understanding of how to deliver the Foundation Stage curriculum in a fun, exciting and appealing format for children. As a result, children make excellent progress towards the early learning goals and develop very positive attitudes towards learning. Staff utilise every opportunity to engage children in practical learning opportunities. For example, whilst playing with dolls, staff encourage children to use mathematical language by comparing size and arranging dolls from smallest to biggest. Staff extend children's understanding of calculation as they play with role play resources and count and add numbers together. Staff prepare children exceedingly well for their transfer to school. They develop children's confidence and build their self-esteem by helping children to understand school routines through practical play experiences. For example, children practise opening lunch boxes and storage boxes to prepare them for managing packed lunches. They change their clothes before outside play, to prepare them for dressing and undressing for Physical Education sessions at school. As a result, children develop excellent social skills and have high levels of confidence and independence.

Curriculum planning is exceedingly detailed and covers all elements of the Foundation Stage curriculum. Activities are skilfully planned to address all children's individual learning needs and activities are effectively evaluated in order to inform further planning and future learning. As a result, staff have a secure knowledge of each child's individual learning and can consistently plan for this accordingly.

Staff empower children to take responsibility. Children share daily routine tasks, such as tidying away and preparing for lunch and all children take turns to be helpers. In addition, children understand how the 'Silence Card' works and use this confidently when they wish the noise level in the room to be reduced. This helps children to be aware of their surroundings and gives them the motivation to initiate change and seek improvement in the comfort of their surroundings. An effective 'buddy system' enables older children to help and support younger children and develop strong social relationships.

Children communicate confidently and effectively. They enjoy engaging in conversation with staff and other adults and convey their needs clearly and fluently. Children are inspired to ask questions and are keen to develop their knowledge through discussion. As a result, they have

extensive vocabulary. There are many resources available to encourage children to develop an awareness of the alphabet. They use Montessori sandpaper letters for letter recognition and develop an understanding of phonics and sounds as they use the Pink and Blue boxes for word building.

There is excellent provision for mathematical development. The extensive selection of Montessori equipment enables children to use numbers in a practical context. For example, children use Number Rods, the Broad Stairs and Pink Tower confidently and competently, to develop their understanding of number order and sequence. Children have many opportunities to learn about shape as they use insets and discuss shape as part of topic work. For example, children used shape templates to create their own designs and pictures. During practical routine activities, children develop a clear understanding of one-to-one correspondence. For example, whilst laying the table in preparation for lunch, children confidently understand they need one plate and set of cutlery for each person.

There are very good opportunities for children to learn about the wider world. They explore topics, such as Our Environment, Different Countries and their Cultures and Animals and their Habitats. This enables them to explore cultural and environmental issues. In addition, children regularly learn about other religions and customs and develop an awareness of how other children and their families live. Children use maps of the world and globes to enable them to be aware of other countries. They enjoy practical, first-hand experiences in order to identify with different lifestyles and cultures. For example, children made popcorn as part of their celebrations for American Independence Day. Children have access to many tools to enable them to explore and investigate. For example, children handle items such as screw drivers, nuts, bolts, magnets and padlocks and clearly understand how they work. They confidently use battery-operated toys and the computer, showing a full understanding of technology.

Children develop their physical skills by using an extensive selection of Montessori resources. For example, they develop hand/eye co-ordination as they use resources, such as pipettes, pegs and tongs. They pour liquid and use their fine manipulative skills to manage fastenings, such as zips, toggles and buttons. In the garden, children run and move around freely. There is a very good selection of resources for climbing and balancing and staff organise obstacle courses and parachute games for children to move in a variety of ways.

Children have many opportunities to develop their creativity. They use their imagination in their play as they discuss their ideas and reflect these in their play. For example, children use dressing up clothes and resources, such as dolls, to recreate familiar scenarios. Staff use role play as a tool for learning and help children to understand new experiences. For example, in preparation for children leaving to start school, staff and children use the role play area to create a school reception. This enables children to understand new events and develop their confidence through well-planned play opportunities. There are many resources freely available for children to make their own pictures and experiment with art and craft materials. This enables children to develop their own creativity and explore using a range of textures, media and techniques.

Helping children make a positive contribution

The provision is outstanding.

Staff are wholly committed to treating all children equally and fairly. There is a total commitment throughout the nursery of promoting anti-discriminatory practice and providing equal opportunities for children to learn and develop. Staff know all the children exceptionally well

and have an extensive knowledge of children's individual needs, care routines and personal preferences. Staff pay full attention to parents' requests and wishes and the youngest babies in the Piglets' room follow their own individual routines. This ensures security and consistency for children. As children progress through the nursery, staff pass on detailed and comprehensive information. This ensures that all staff fully understand children's individual needs and care routines. As a result, babies and children manage the transition between rooms confidently.

Children show kindness and empathy for others. For example, older children look at pictures of different situations and reflect emotionally on how other people may be feeling. This enables children to consider the thoughts and feelings of others and discuss their own emotions. In addition, children develop a strong awareness of the cultural needs of others and clearly learn to respect others as individuals. As a result, children's social, moral, spiritual and cultural development is fostered.

There is strong support in place for children with learning difficulties and/or disabilities. A designated Special Educational Needs Co-ordinator is in place and there is total commitment amongst all staff in promoting inclusion.

Children behave exceedingly well. They show care and concern for others and there is a strong family ethos evident within the nursery. Older children are kind and respectful towards the younger children, encouraging strong social relationships. Staff present themselves to children as positive role models and help children to clearly differentiate between right and wrong. Staff celebrate children's achievements and focus on rewarding positive behaviour with high levels of praise and individual attention. As a result, the atmosphere within the nursery is friendly, positive and extremely happy. All children clearly understand the nursery's 'ground rules' and these are clearly displayed for children with photographic reminders. For example, children confidently explain why they must use 'helping hands' for tidying up, 'walking feet' inside 'crossed legs' when sitting and 'listening ears'.

The partnership with parents and carers is outstanding. Staff utilise every opportunity to work closely with parents to enable them to fully understand the nursery's routine and procedures. Detailed communication is exchanged on a daily basis regarding children's learning and development and frequent meetings are held between staff and parents to discuss children's progress and the nursery curriculum. Parents receive monthly observations regarding their child's development. Staff consistently work in partnership with parents to identify individual targets for children's next steps in learning. This encourages a strong and cohesive approach to supporting and extending children's learning and progress. Comprehensive information regarding the Foundation Stage curriculum and Montessori philosophy is displayed, together with planning records and information on forthcoming topics and activities. This enables parents to take a full and active interest in their children's learning and nursery activities.

Staff fully respect and acknowledge the role parents have in extending children's learning and work hard to establish consistently strong links between home and nursery. For example, parents are encouraged to contribute information about children's home and family news in the 'Weekend Diary'. This enables staff to talk to children and share their special news with them. Parents share photographs of children and their families to enable staff to make home-made books to keep at nursery, enabling children to see special photographs of themselves at nursery.

Staff organise regular social events for parents and provide support and advice to them, to assist them in the care and development of their children. For example, staff organise meetings to discuss care routines, such as healthy eating and behaviour management. Parents' feedback

is warmly welcomed and staff respond positively to any suggestions made by parents in order to improve and enhance the nursery provision.

Organisation

The organisation is outstanding.

All staff demonstrate a total commitment to providing the highest standards of care and education for children. Staff are dedicated and highly professional and show continual motivation to review and evaluate their practice in order to meet all children's individual needs. Comprehensive action plans are in place for all areas of the nursery, reflecting the staff's commitment to raising standards and seeking improvements to quality of practice. The requirements of the National Standards are exceeded in all areas and staff have an excellent knowledge of early years practice and legislation.

The leadership and management are outstanding. The nursery manager is highly professional, extremely dedicated and a dynamic leader. Staff describe the nursery manager as 'always happy to help others', 'a very good role model' and 'always there when I need help', reflecting staff's admiration and respect for a strong and motivating leader. The nursery manager leads an exceptionally strong team and takes a full and active interest in all areas of the nursery, including the delivery of the Foundation Stage curriculum. Staff development is given high priority and all staff use appraisal and reflective practice to review their skills and update their knowledge. Staff meetings and in-house training are used exceptionally well to evaluate the strengths of the nursery and seek continuous improvement. Innovative and inspiring management strategies, such as the nomination of 'employee of the month' encourage all staff to give their best and promote the highest standards at all times. Senior management take an active interest in the nursery and all staff describe management as approachable and supportive. The company holds Investor in People status and this reflects its commitment to valuing its staff and its dedication towards promoting continuous professional development.

The organisation of the nursery is highly effective in meeting children's needs. Children enjoy consistency in carers as staff remain loyal to the nursery and many staff have been in post for many years. This ensures a highly effective key worker system as children are able to form emotional attachment to key staff caring for them. All areas of the nursery are exceptionally well organised, enhancing care routines and improving children's learning. Low storage areas and ample floor space enable children to self-select their own resources and play freely, encouraging child-initiated play and learning. Staff deployment is consistently effective in order to meet ratios and ensure all children enjoy individual attention. A comprehensive staff induction programme ensures that new staff and students are totally familiar with their role and responsibilities and fully understand nursery policies and procedures.

All regulatory documentation is maintained in full. Nursery records are comprehensive and contain all necessary detail. Staff maintain meticulous records to promote the safety and welfare of children and consideration is consistently given to ensuring children's confidentiality. Policies and procedures are continually reviewed and updated to include changing legislation, ensuring that staff have the appropriate knowledge and skills to provide the highest levels of care and education.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Care inspection, two recommendations were raised. These related to the record of existing injuries and the resources available which reflect positive images of diversity. Staff have addressed both these issues. A full written record is maintained of all children's existing injuries and this is signed by parents. This ensures that all information relating to children's health and welfare is accurately recorded. Additional resources have been purchased to help children to see positive images of disability. This enables children to develop an awareness of the individual needs of others.

At the last Nursery Education inspection, two key issues were raised. These related to the procedures for maintaining assessments and the provision for role play and physical activities. Staff have addressed both these issues. Since the last inspection, there have been changes in staff delivering the Foundation Stage curriculum. Planning is now extremely detailed and the procedures for assessment clearly show how children's individual learning needs are planned for. The play and learning opportunities for children are exceptional and there is excellent provision for both physical activities and role play. As a result, children have extensive opportunities to develop their physical skills and improve their imagination through well-planned play activities.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted which required the provider, or Ofsted, to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk