

Christopher Robin Day Nursery Burpham

Inspection report for early years provision

Unique Reference Number	119993
Inspection date	10 May 2007
Inspector	Carol Newman
Setting Address	The Vicarage, Burpham Lane, Guildford, Surrey, GU4 7LZ
Telephone number	01483 454757
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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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Christopher Robin Day Nursery (Burpham) opened in 1990 and is one of five privately owned nurseries. It operates from a converted residential house in Burpham, near Guildford in Surrey. A maximum of 44 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year, excluding Bank Holidays. Children have access to a large, secure outdoor play area.

There are currently 66 children, aged from three months to under five years, on roll. Of these eight children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and/or disabilities, and procedures are in place to support children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, 10 staff including the manager, hold an appropriate early years qualification. Eight members of staff are currently on a training programme and 11 staff hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a very clean environment where they learn to follow some good hygiene practices, for example, cleaning their teeth after meals. The setting operates a 'no shoes' policy throughout and staff use gloves and aprons for nappy changing and serving meals. Children are encouraged to wash their hands after visiting the toilet, when potty training and after messy play. However, some children do not wash their hands before meals and staff do not wash babies' hands after nappy changing. This means children do not always learn about good hygiene practices from an early age.

Parents give prior written consent to administer medication and this ensures children receive the correct dosage according to their needs. Staff set an alarm to ensure children receive their medication at the correct intervals. Most staff hold a current first aid certificate and parental permission to seek emergency medical treatment is requested. Therefore children receive appropriate care if there is an accident.

Babies and toddlers learn about their own body and what they can do, through regular physical activity. Babies' food intake and nappy changes are recorded to ensure a healthy balance is maintained. Sleeping and feeding routines, for individual babies, are adhered to and this contributes to babies' health.

Children benefit from a healthy menu. They enjoy nutritiously balanced meals brought in by outside caterers. Staff gather all relevant information regarding individual diets and this is recorded in each room. This ensures children's individual dietary needs are met. All children eat together making it a social event and children thoroughly enjoy their food. Children can help themselves to a drink whenever they need one. Staff encourage children to drink plenty, especially after outdoor play and in warm weather, to prevent dehydration.

Children regularly enjoy a range of activities that contribute to their health and develop their physical skills. They have daily, timed opportunities for outdoor play in the large well equipped garden. Outdoor play is included in the planning, so children benefit from the diversity of a superb outdoor learning environment. The effective use of Montessori equipment develops children's fine manipulative skills. Children demonstrate good pencil control when they draw and write in their books.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play and learn in a secure environment where they can move around safely. Carefully selected toys and Montessori equipment ensure children have a good choice of safe and suitable resources. There are sufficient beds and cots, located in a separate bedroom, which allow children to rest and sleep in comfort. Sleeping children are regularly checked to ensure their well being.

The security of the premises is very good, therefore children are unable to leave without a suitable adult. All visitors enter through the front door and are admitted when they ring the bell. The garden is fully enclosed so that children can play in a secure environment. Children are carefully supervised because there is a good deployment of staff at all times. Children and staff have a good understanding of the procedures to follow in the event of an emergency,

because these are regularly practised. Regular risk assessments, both indoors and out, mean that children can play, learn and explore without danger.

Staff have a good understanding of safeguarding children issues and know how to proceed if they have concerns about a child in their care. This supports children's wellbeing.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in a wide range of stimulating activities based on the Montessori ethos and the Birth to three matters framework. Youngest children enjoy playing with sensory bottles, making foot and hand prints and exploring soapy water. They happily join in when singing songs such as 'Wind the Bobbin Up' and they sit quietly as they listen to stories. Children regularly explore and investigate materials such as cornflour, sand and paint. They learn the shape, number and colour of the month. Staff have high expectations of behaviour and they teach children to respect each other and their environment. Children help tidy up resources and are encouraged to work together.

Nursery Education

The quality of teaching and learning is good. Children use the Montessori apparatus confidently and staff apply the Foundation Stage curriculum effectively, to plan a wide range of engaging activities. Staff have clear understanding of how children learn. Staff make regular observations of planned activities and they record the children's progress in their Montessori Child Profiles. This helps to identify children's stage of learning using the Montessori materials and allows staff to plan the next steps for each child. However, the records of children's achievements, based on the Foundation Stage curriculum, do not accurately show children's progress through the stepping stones towards the early learning goals. So these records do not ensure that children are moved on in their learning at a good pace.

Children develop a positive attitude to learning. They are well motivated and demonstrate good levels of concentration. They are curious and ask questions about people and activities. Children are very independent throughout the day. This is demonstrated when they pour their own drinks, find a tissue and visit the toilet. Children are beginning to understand differences in their own lives and those of others. They talk happily about their home life and family.

Children enjoy books and handle them carefully. They spend time 'reading' and sharing books with friends and adults. The print rich environment helps children understand that written language conveys meaning. Children regularly practise their writing skills. They have free access to writing materials and choose what to write in their workbooks. Children speak very confidently and listen carefully to each other. Staff encourage conversation by asking open-ended questions and children express their ideas and experiences well, using good vocabulary.

Children develop a good understanding of the properties of simple shapes as they use Montessori equipment such as the construction triangles, knobbed cylinders and the pink tower. They use mathematical language appropriately when they build towers and talk about them being 'as tall as me' and 'enough'. They compare the piles of cogs to establish which has 'more' and they confidently count the number of squares it takes to make the ladder, for use in their role play. Children enjoy number rhymes and songs.

Children investigate using their senses and malleable materials are available on a regular basis. Children learn about various cultures through topics such as 'Children from Around the World' giving them a greater understanding of the wider universe. Some children learn French. However, the festivals celebrated are not effectively related to the cultures represented in the setting. Children use every day objects and a range of tools to create models.

Children play imaginatively and act out different scenarios in their role-play. For example, they build ladders and pretend to be cleaning windows. Staff support the play very well. They recognise and effectively utilise spontaneous learning opportunities. Children explore sound and enjoy clapping out rhythms when they participate in the regular music sessions.

Helping children make a positive contribution

The provision is good.

Children enjoy respectful relationships with adults and each other. Children become aware of other cultures through a range of resources, planned activities and as they celebrate a variety of festivals. However, staff do not always find out about the children's needs, within the setting with regard to religion or culture, so they can help the child acknowledge their own culture and see it as important. Staff encourage all children to participate in the activities provided. This ensures children have equal opportunities to maximise their enjoyment and potential. Spiritual, moral, social and cultural development is fostered.

Staff offer good support for children with learning difficulties and/or disabilities. Staff are secure in their understanding of the Code of Practice, which means they are able to meet and plan for children's individual needs.

Appropriate strategies, according to the age and stage of development, help children understand right from wrong. Ground rules are displayed in rooms, so that children have consistent guidance and support.

The partnership with parents and carers is good. Parents contribute to an initial assessment of their child. This ensures staff have a good knowledge of individual needs and achievements so that they can build on what children already know. Parents receive good information about the Foundation Stage curriculum in the prospectus and on the website. The information outlines what and how children will learn. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning. A good partnership with parents contributes considerably to children's well-being while at the nursery.

Organisation

The organisation is good.

Children benefit from playing in a well-organised environment. Effective recruitment and induction procedures mean that suitable, experienced and qualified persons look after the children. Regular meetings keep staff up to date with any changes within the setting. There are regular appraisals that identify training needs and staff are encouraged to enrol on relevant courses. This supports staff in their role and ensures they have the latest and most relevant information available.

All documentation required for the safe and effective management of the nursery is in place and some records, such as medication records, are extremely well-maintained and comprehensive. This contributes to the welfare of the children. However, children's arrival and departure times

are not always recorded accurately, on a daily basis, in every room. The strengths and weaknesses of staff are known and the team build on this. Staff work in different areas of the nursery according to their developmental requirements. This enables staff to develop their knowledge of care throughout the nursery, in order to meet the needs of the children.

Leadership and management are good. Staff work well together. The manager observes and evaluates the effectiveness of the education to ensure children are well stimulated and appropriately challenged. This means that activities support children's development well. The detailed action plans show that staff are committed to improvement with regard to the outcomes for children. Children are well grouped and the key worker system ensures appropriate support and care throughout the day. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery agreed to improve opportunities for children to practise writing for different purposes, develop calculating skills and to extend their knowledge of their local environment. The children visit the supermarket, celebrate festivals at the local church and go on bus trips to extend their knowledge of the locality. The Montessori equipment develops the children's calculating skills and opportunities to write for different purposes are always available.

The setting also agreed to ensure all staff have an awareness of effective ways to manage children's behaviour, taking into account their age and stage of development. The group deliver their own behaviour management training. This ensures all staff are aware of appropriate behaviour management strategies to help the children learn right from wrong.

Complaints since the last inspection

Since 1 April 2004, there have been no complaints made to Ofsted that required the provider or Ofsted to take 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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff know about children's needs with regard to religion or culture so they can help the child acknowledge their own culture and see it as important (also applies to nursery education)
- ensure children's arrival and departure times are recorded accurately, on a daily basis
- continue to develop effective hand washing procedures, in all areas of the nursery, so that children learn about good hygiene practices from an early age.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure records of children's achievements accurately show children's progress through the stepping stones towards the early learning goals, so that children can be moved on in their learning at a good pace.

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