

Christopher Robin Day Nursery

Inspection report for early years provision

Unique Reference Number	119992
Inspection date	21 May 2007
Inspector	Joanne Lindsey Caswell
Setting Address	Parsonage Road, Cranleigh, Surrey, GU6 7AN
Telephone number	01483 277050
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 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 opened in 1998. It is part of the Christopher Robin Day Nursery group which owns five nurseries within the Surrey area. The Cranleigh nursery operates from a purpose-built, single storey building, situated close to the village centre. Children are cared for in four group rooms. There is a fully enclosed outside play area which is used throughout the year. The nursery serves a wide geographical area. It opens Monday to Friday, all year round, from 08:00 to 18:00. A maximum of 44 children may attend the nursery at any one time.

There are currently 75 children, aged from four months to four years, on roll. This includes 14 children who receive funding for early education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

A team of 12 staff work with the children. Of these, six staff hold recognised qualifications and all other staff are currently working towards a qualification. The nursery receives support from the local authority and is currently working towards gaining the Surrey Quality Assurance Scheme. 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 nursery is scrupulously clean and staff are extremely vigilant in promoting children's healthy development. Stringent procedures are in place for safe and hygienic nappy change routines and all nursery rooms benefit from ample natural light streaming in. Windows are opened for ventilation and room temperatures are consistently comfortable for children. All toys are thoroughly cleaned and frequently sterilised and children have their own freshly-laundered bedding, ensuring every precaution is taken to prevent cross-infection.

Children develop excellent understanding and awareness of how to promote their own health needs. For example, younger children begin to recognise the importance of hand washing after toileting routines and before eating. Older children clearly understand they must cover their mouths when they cough and dispose of tissues hygienically. This helps children to develop extremely good personal hygiene routines. All children brush their teeth after lunch and children confidently explain the importance of taking care of their teeth.

There are excellent opportunities for children to benefit from outside activities. Children make full use of the nursery garden and staff ensure children are dressed appropriately in all weathers. For example, children wear wellies and waterproofs to ensure outside activities can still be enjoyed when the ground is wet. Equally, there are stringent procedures in place to protect children in hot weather. Staff obtain written agreements from parents for the application of sun cream and the outside area is only used during specific time periods to ensure children are protected from the heat of the sun. Children enjoy topic work relating to outside activities, helping them to clearly understand the benefits of fresh air and exercise. In addition, children sometimes eat outside helping to encourage a healthy lifestyle.

The provision for physical development for all age groups is excellent. Babies use a range of resources encouraging them to move, roll and develop skills in standing and balancing. Younger babies in the Roos room enjoy crawling through the tunnel and using the small slide. Non-mobile babies bounce excitedly in 'baby exercisers' and develop mobility as they sit on rockers and use push-along toys. Older babies in the Kangas room enjoy negotiating steps to the small climbing frame and slide and enjoy bouncing on the small trampoline in the garden. The babies enjoy using wheeled toys in the garden and run and move around freely.

Children in the Tiggers and Eeyores room have extensive opportunities to develop their dexterity and manipulation. They handle Montessori resources, such as tweezers and tongs, and undertake pouring and transferring activities. They use cutlery competently at meal times and enjoy many activities outside, using resources for climbing, balancing, jumping and moving in many different ways. In addition, children enjoy a wealth of activities inside, enabling them to dance and undertake yoga exercises, encouraging good posture, muscle development and co-ordination.

Children's dietary needs are met extremely well. Staff maintain comprehensive records on children's dietary intake and the menu consists of an excellent selection of healthy, nutritious and nourishing meals, consisting of fresh and wholesome produce. Staff have a thorough knowledge of food hygiene regulations, ensuring that all food prepared and served to children meets Environmental Health recommendations. Children thoroughly enjoy meal times and these are regarded as a highly sociable occasion. Older children take an active part in helping to prepare for lunch and wash their plates up after. Staff sit with children for meals, creating an extremely homely and relaxed environment. Drinks are freely available to all babies and children

throughout the day. All babies' and children's cups are clearly labelled, preventing cross-infection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

All nursery rooms are bright, colourful and extremely attractive for children, creating a very welcoming and homely setting. The soft furnishings and the low level storage of toys and play materials offer a very well-designed, child-orientated environment. Children's safety has been given high priority in the planning, design and organisation of the nursery, with all nappy change areas, milk kitchens and toilets fully integrated into group rooms. This ensures constant supervision of children. The garden is fully enclosed, and easily accessible from all nursery rooms, enabling children to play outside safely.

There is a very good selection of toys and play materials available. All equipment and furniture is of the highest quality and is appropriate for children's use. Low level storage facilities enable children to choose their own toys and play materials independently and safely.

Children have very good opportunities to learn how to keep themselves safe. All children undertake an unannounced emergency evacuation drill on a monthly basis, helping to ensure they clearly understand the relevant procedures. Children's welfare is given high priority as staff use evacuation bags, containing essential items such as blankets and snacks. This helps to promote children's well-being during an evacuation from the premises. Older children learn about safety as part of topic work. For example, they discuss the role of the emergency services and enjoy visitors to the nursery, such as the fire brigade. During discussion, children talk about road safety and 'stranger/danger', helping children to become aware of how to keep themselves safe. Staff are vigilant during the daily routine to protect children from hazards. For example, children learn how to move around the nursery safely and handle tools and resources appropriately, to protect them from harm.

There are good procedures in place to ensure staff clearly understand their responsibilities towards safeguarding children. This ensures that staff are familiar with the appropriate policies to follow if they ever have any concerns about a child in their care. This contributes towards promoting children's safety and welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely happy and settled and benefit from very warm and loving relationships with staff. Babies are quickly comforted and pacified and children approach staff confidently for cuddles and physical affection. Staff clearly understand the children's individual care needs and demonstrate a very detailed knowledge of each child's personal routines. Staff are attentive in following children's individual sleep and feeding routines, in consultation with parents, to ensure consistency between home and nursery.

Staff have a very good understanding of how to promote children's development. They use the Birth to three matters framework effectively, in order to plan and assess children's individual progress. All nursery rooms are full of stimulation for children.

Younger babies in the Roos room enjoy many opportunities to explore different sounds and textures. They squeal with delight as they explore sensory bottles and delight in playing with

toys that have lights and sounds. All babies enjoy many creative activities, enabling them to undertake activities such as 'body painting'. Older babies in the Kangas room develop their understanding of colours and textures as they explore pattern and enjoy painting with combs and cars. All babies develop their language and communication as staff constantly talk and sing to them. Staff reinforce language development by encouraging repetition of words, singing rhymes and looking at picture books. Staff are particularly attentive to responding to the babies' non-verbal communication and clearly recognise their personal needs.

Children in Tiggers enjoy exploring the Montessori resources, encouraging them to explore, become independent and develop curiosity. Children enjoy using the Practical Life materials helping them to develop concentration and self-care skills. Children enjoy very close and warm relationships with the staff and there is a fun and vibrant atmosphere evident. For example, children join in excitedly with songs and dance enthusiastically to music. They explore topics, such as Under the Sea, and enjoy experimenting with coloured water, delighting in splashing toys into the water tray.

NURSERY EDUCATION

The quality of teaching and learning is good. The Eeyores' room leader has only been in post for a short time. She currently has a sound understanding of the Foundation Stage curriculum and this is being developed through additional training. At present, planning records do not always clearly reflect how children's individual learning needs are planned for. Effective evaluation by managers has recognised the limitation of the leader's knowledge of planning within the Foundation Stage. The room leader demonstrates a very strong commitment to increasing her knowledge and skills and has identified her own areas for development. She is currently developing her knowledge of Montessori teaching through relevant training.

The daily routine is planned well to encourage children's learning. However, for a short period during the afternoon, the play and learning opportunities are inhibited, whilst the younger children in the adjoining room sleep.

Staff make very good provision for child-initiated learning. There are many practical learning opportunities for children and staff respond positively to children's own requests and interests. For example, children suggest their own ideas for the planning and provision of activities, which staff listen to and respond to. The planning for snack time is a very good practical activity to encourage children's mathematical development as children count how many plates, cups and chairs are necessary, offering good opportunities for simple counting and calculation. Staff also utilise opportunities to extend children's learning by inviting visitors and specialists to the nursery to support topics and activities. For example, a wildlife specialist helps children learn about nature and environmental issues and representatives from the emergency services help children to learn about safety and the role of others.

Staff form very close relationships with the children and fully understand their individual learning needs. Regular observations are carried out on children, but these are not always dated. As a result, the Surrey Profile does not always give an accurate record of the pattern and pace of children's learning.

Children develop very good levels of independence. They particularly enjoy being 'monitors' and having personal responsibility for different aspects of the daily routine, such as preparing for lunch, holding the door open and tidying away. Children talk extremely happily about their friends at nursery. They know each other very well and play very co-operatively together,

showing courtesy and respect for one another. This is strongly encouraged by staff who talk about adults being their 'friends' and presenting themselves as positive role models.

Children's communication skills are very good. Children talk fluently with their peers and adults. They engage in lengthy discussion and extend their vocabulary well through topic work and conversation. There are good opportunities for children to develop mark making and pencil control skills. They develop their awareness of letters and sounds by using Montessori resources, such as sandpaper letters and phonic activities. Books are freely available to children and on display to support topic work. This helps children to recognise the value of books to extend their learning and develop their interests.

Children develop their understanding of mathematical concepts through topic work and daily activities. For example, children explore topics such as Colour and Shape. They use many Montessori resources to help them recognise the concepts of pattern, size, tessellation and weight. Daily practical activities, such as singing number rhymes, help children to recognise number value, as they add numbers on and take away.

The well-planned curriculum gives many opportunities for children to learn about the wider world. They use a world map and globe to identify different countries and topic work helps children recognise different continents. For example, as part of topic work on Under the Sea, children learn about the Antarctic. In addition, children develop an awareness of different cultures as they learn simple French words and sample foods from around the world.

Children develop their creativity as they sing, dance and use their imagination in their play. They re-create stories and enjoy participating in art and craft activities, where they use a range of techniques, such as teabag painting and collage. The many Sensorial resources encourage children to develop their awareness of different textures and materials.

Helping children make a positive contribution

The provision is good.

Children develop a real sense of belonging within the nursery as staff clearly value them as individuals. Children feel listened to and their personal preferences are acknowledged by staff. For example, children suggest variations to songs they sing and ask for changes in the way that snack time is organised. Staff listen to the children and respond positively to their requests, promoting children's confidence and self-esteem. Staff value children's contributions and involve them in consultation over proposed changes. For example, children's ideas and suggestions have been welcomed and acknowledged in the new design for the outside play area. Children's feedback is obtained over the provision of meals, taking into account children's individual likes and dislikes.

Children are treated equally and fairly. Staff promote anti-discriminatory practice in all areas of nursery management and the implementation of activities. There are very good opportunities for children to develop courtesy and respect for each other, themselves and the wider world. As a result, children's social, moral, spiritual and cultural development is fostered.

Children with learning difficulties and/or disabilities are supported well. The Special Educational Needs Co-ordinator has a secure understanding of the Special Educational Needs Code of Practice. Good provision is in place for staff to work cohesively with parents and external agencies in order to support children's individual needs.

There is a very positive approach towards managing children's behaviour. Children clearly understand the expectations of staff and remember the nursery 'rules' - 'quiet voices, listening ears, gentle hands and walking feet'. Staff talk to children quietly and calmly and offer children high levels of praise and positive attention. This helps children to clearly differentiate between right and wrong and benefit from consistent strategies to promote acceptable behaviour levels.

The partnership with parents and carers is good. There is written information provided for parents regarding the Foundation Stage curriculum and all nursery activities. Staff provide written reports for parents on a monthly basis and regular parents' evenings enable parents to discuss children's progress. Staff utilise imaginative strategies to strengthen the partnerships between home and nursery. For example, the 'home bear' is used by children to share in family events and holidays and used as a basis for discussion in nursery. Parents supply information for staff in the 'comments books' helping staff to understand children's home news and family occasions, prompting discussion between staff and children.

Children's individual care routines are discussed and agreed with parents. All relevant parents' consent is on file to support children's health and welfare needs, ensuring children follow routines agreed by parents. Detailed information is obtained from parents before children start at nursery, to clearly identify children's feeding, sleep routines, comfort measures and social development. This enables staff to fully understand parents' preferences and identify children's individual care and developmental needs.

Organisation

The organisation is good.

There are effective procedures in place to ensure that all staff are appropriately vetted and cleared to work with children. The leadership and management of the nursery are outstanding. The nursery manager is dynamic in her approach to managing staff and encourages a strong team ethos. As a result, all staff feel valued and show dedication and commitment to providing the highest standards of care. Innovative strategies, such as the 'employee of the month', encourage staff to show professionalism in their role and take pride in their contribution towards the team and the success of the nursery. The management structure of the company ensures that the nursery manager is fully supported by area managers, a quality assurance manager and the provider. All senior staff strive for excellence in standards and use evaluation extremely effectively to ensure continuous improvement. Staff development is given high priority and all staff benefit from excellent opportunities to develop their knowledge and skills in all areas of nursery practice and Montessori teaching.

The daily organisation of the nursery is mainly effective to support children's needs. Staff have a good understanding of the National Standards and ensure that appropriate staffing ratios are consistently adhered to. Provision is available to cover staff absence from other nurseries within the Christopher Robin group, ensuring that staff are familiar with nursery policies and procedures and the expectations of management. The routines for the babies are tailored to meet children's individual care needs. However, the current organisation of the afternoon sleep time in the Tiggers room, inhibits the play and learning opportunities for children in the Eeyores room during the short sleep period.

Comprehensive written nursery policies and procedures are in place, supporting the effective and smooth organisation of the nursery. Children's records are stored confidentially and securely. Attendance records are maintained in all group rooms. However, these are not always accurate

when children move into different rooms for 'settling' periods, as children are not reflected on the new room registers.

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

Improvements since the last inspection

At the last care inspection, four recommendations were raised. These related to risk assessments on the outside play area; written policies for special educational needs; hand washing routines and procedures for obtaining parents' consent for administering medication. Staff have addressed all these issues. Comprehensive risk assessments are completed by staff before all activities, including use of the outside area, to ensure that children's safety remains a high priority. Documentation relating to the provision of supporting children with learning difficulties and/or disabilities has been reviewed and all staff are aware of the nursery's inclusive approach to supporting all children. Hygiene routines throughout the nursery have been reviewed and now thoroughly support children's healthy development. Written parents' consent has now been obtained for the administration of medication. This ensures that children's care routines are discussed and agreed with parents and arrangements for children's welfare are clearly recorded in writing.

At the last education inspection, one point for consideration was given. This related to the opportunities for children to explore and investigate within the daily routine. Staff make very good provision for children to develop interest and curiosity. The Montessori teaching philosophy encourages children to experiment and explore natural materials and this is strongly encouraged by all staff. This increases the opportunities for children to develop curiosity and motivation to learn.

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 which 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 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 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):

- review the organisation of the afternoon rest time routine in the Tigger room to improve the learning and play opportunities for the older children
- ensure attendance registers are always accurate to reflect the children in the room

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):

- continue to develop the staff's understanding of combining the Montessori principles and the Foundation Stage planning and assessments procedures in order to address children's individual learning needs
- improve the procedures for observations to ensure that all entries in the Surrey Profile are appropriately dated, in order to monitor the pace of children's learning

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