

Christopher Robin Day Nursery

Inspection report for early years provision

Unique reference number EY259953
Inspection date 16/03/2009
Inspector Amanda May

Setting address 63 Wood Street Green, Wood Street Village, Guildford,
Surrey, GU3 3DX

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Christopher Robin Day Nursery (Wood Street) opened in 2003. It is a single storey premises that is accessible via a ramp. It is situated in a rural location close to the village green in Wood Street Village near Guildford in Surrey. The nursery serves a wide geographical area.

The nursery is registered on the Early Years Register to provide care for a maximum of 46 children in the early years age range. It does not provide overnight care. There are currently 49 children on roll. There are appropriate procedures in place to support children with learning difficulties and disabilities and children who speak English as an additional language.

The nursery opens five days a week all year round, excluding Bank Holidays and between Christmas and New Year. Sessions are from 08.00 until 18.00. 12 members of staff work with the children, eight of whom hold an appropriate early years qualification. Three members of staff are currently training. The setting receives support from the Early Years and Childcare Partnership and teaching methods are consistent with the Montessori approach.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Secure leadership of the setting ensures staff are aware of how to meet children's individual needs and children benefit highly as a result. Children attending who speak English as an additional language are supported through staff seeking key words from parents and older children are encouraged to share their experiences from their own cultures and languages.

Secure and regular self evaluation by staff and parents ensures that areas for future development are quickly identified and amendments are made using well thought through action plans. A strong staff team ensures children are well supported and therefore good progress is being made in each key area of children's learning and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop current procedures for sharing information with parents about children's starting points in learning to ensure all activities are effectively planned and based upon children's early interests and individual stages of development
- devise opportunities to encourage children to gain a developing respect for their own cultures and beliefs and those of other people, particularly in respect of younger children.
- further develop methods of self evaluation to include the views of the

children who attend the setting in respect of making plans for future development.

The leadership and management of the early years provision

Staff work hard to develop secure partnerships with parents as they encourage them to share their input into the setting, for example discussing ways in which they would like the garden area to be developed. The manager has been considering ways in which to increase children's input into the setting's self evaluation process, which will allow for further developments to be made in the future. Staff provide regular feedback to parents about children's progress in their learning and development through open evenings and newsletters. Settling in visits for new children are arranged and good relationships between staff mean that information can be shared when children move up to the next room. However, although staff discuss children's individual abilities when children first start with parents, procedures for sharing this information with all appropriate staff are not always effective.

Secure risk assessment of the premises and resources are carried out by staff, all of whom are aware of the importance of ensuring any potential hazards are quickly identified and addressed. Regular fire drills are carried out to ensure staff remain vigilant and encourage children in developing their understanding of how to keep themselves safe in an emergency. Staff receive internal training through the company around issues surrounding safeguarding children and the manager has a good awareness of her responsibilities in notifying the relevant authorities if required. Staff are supportive and attentive to the children who attend and demonstrate a good awareness of each child's likes and interests. Babies and toddlers enjoy lots of staff attention, and enjoy exploring the resources available. Staff deploy themselves appropriately to support children in their play, providing challenge and encouragement where appropriate. Staff suitability is monitored through regular appraisals to discuss any training needs and to seek staff ideas about how they believe the setting would benefit from further development.

The quality and standards of the early years provision

Children are making good progress in their learning and development and enjoy access to a wide range of equipment that provides opportunity for exploration and challenge. Staff demonstrate a secure understanding of the Early Years Foundation Stage framework and work together to ensure activities are planned for each individual child which are based around their current learning needs and interests. The good use of observation and assessment ensure activities are developed and repeated where necessary to encourage progression. Records are also well maintained to ensure all staff are able to quickly identify what children's next steps are and support these effectively.

Children enjoy daily use of the outside play area, in which activities are planned to cover all areas of learning. Children enjoy sharing books with their friends sat outside on cushions, before pouring and measuring in the water tray. Older

children have many opportunities to problem solve and demonstrate a good awareness of the use of number and reasoning. Babies enjoy being able to self-select their activities from low level shelving and peer with interest in a mirror as they begin to recognise their own facial features. Older children enjoy opportunities to develop their awareness of different cultures through planned themes and activities, although there are currently a lack of opportunities for babies and toddlers to be supported in developing their awareness of their own cultures and backgrounds. Relationships between children are close and children greet each other excitedly when they see their friends arrive.

Children develop their awareness of keeping healthy. They enjoy using the outdoors and staff are careful to plan daily opportunities for children of all ages to enjoy playing outside in the fresh air. Children are careful to keep themselves and others safe as they play on bikes and scooters, using the space they have well. Children smile with pride as they complete their chosen task demonstrating high levels of confidence and self-esteem. Staff provide a very positive approach to encouraging children to work through any disagreements they may have with other children, and they develop their independence as a result.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.