

# Christopher Robin Day Nursery

Inspection report for early years provision

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**Unique reference number** 119992  
**Inspection date** 17/05/2010  
**Inspector** Christine Clint

**Setting address** Parsonage Road, Cranleigh, Surrey, GU6 7AN

**Telephone number** 01483 277050

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**Type of setting** Childcare on non-domestic premises

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## **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*.

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## Description of the setting

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 three group rooms. There is a fully enclosed garden which is used throughout the year. The nursery serves a wide geographical area. It opens from Monday to Friday, all year round, from 8am to 6pm. The nursery is registered on the Early Years Register for a maximum of 44 children at any one time.

There are currently 65 children on roll and the nursery provides funded early years education. Staff offer support for children with learning difficulties and/or disabilities; there is also support for children who speak English as an additional language.

A team of 12 staff works with the children. All staff hold early years qualifications in childcare and some staff are continuing to increase their level of qualification. The nursery receives support from the local authority and has gained the Surrey Quality Assurance Award. The company holds Investor in People status. The nursery combines the Montessori teaching principles with a play-based curriculum.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is well organised with very effective team work and good communication between staff members. Many systems have been updated to meet the Early Years Foundation Stage and the nursery continues to adapt routines to ensure that children's learning through play is thoroughly included. Management and staff show a strong focus on enabling children to make choices and ensuring that free-flow play is continually available. Parental support and involvement is clearly sought and maintained; the nursery endeavours to meet the needs of families and ensure that children's individual welfare is prioritised.

## What steps need to be taken to improve provision further?

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

- continue to develop staff's knowledge and understanding of child development, especially for babies and toddlers, to enable staff to recognise and participate in children's small achievements and to make links with suitable and relevant next steps in learning
- ensure that effective systems are in place for children as they wake to support their individual emotional needs.

## **The effectiveness of leadership and management of the early years provision**

The nursery has very organised and effective routines for safeguarding children. The premises are entirely secure and thorough systems are included for entry and exit of the building; all visitor records are completed. There are robust procedures for checking all new staff and the nursery group has established systems in place, which are responsibly followed. The manager has attended up-to-date training in child protection and is clearly aware of all procedures. There are precise systems of recording accidents and these are fully documented and shared with parents. Staff also know the regulatory procedures for administering medication and permission from parents is signed in advance. The nursery has a high ratio of staff to children and all staff are fully aware of the impact of their movements between the nursery rooms; this ensures children's safety is effectively maintained. Full risk assessments records are included in each nursery room and all staff participate, they responsibly note when any hazards are identified. Daily registers are also completed in each area of the nursery and separate details are available to show that children's times of attendance are recorded. The nursery has clear procedures in place for managing any complaints and parents are notified of the contact details of Ofsted.

There are prepared action plans for future improvements and the nursery manager shows a determination and focus on continuous improvement. For example, there is extensive detail available for the future plans of the garden and a wealth of evidence is in place to support the Quality Assurance scheme that the nursery has completed. There are also clear and well organised systems in place for the older children's learning assessments, which show how their progress is effectively supported. Staff show innovation and clarity in developing the older children's learning stories and these show very strongly how individual learning needs are followed. Babies and toddlers are offered safe care and supported development, although their learning through play is less stimulating; staff show a strong emphasis on meeting their welfare but less knowledge of observing and identifying progress which is linked to their age and stage of development. The resources available in each room are very appropriate and suitable for children's age. Children show interest and involvement in a wide variety of play equipment which is very suitably accessible. The nursery has a strong ethos of regular outdoor play provision and the garden is available for most of the day. Babies and toddlers use the garden at specific times of the day and their outdoor routines are well supervised. Staff show a high level of awareness in their key person role and take responsibility for completing children's records of learning and development. Staff appraisal systems are followed and training needs for staff are included.

The nursery staff include opportunities for children to understand about equality and diversity, because there are many pictures displayed at children's level. They are learning to celebrate festivities from other religions and cultures, and they use information from families who attend the nursery; this enhances and develops the awareness of children and staff. There are also well planned and supportive systems in place with specialist agencies to meet the additional needs of children

attending and to ensure that staff manage effectively. Children learn about feelings because they have pictures with expressions and words, which encourages them to understand and name how they feel. The nursery is willing to follow the individual sleep routines of babies attending and all children gradually adapt to the after lunch sleep time which takes place in two nursery rooms. Although some children have insufficient time to wake fully and join in with routines, their individual needs and attention are not always fully considered.

There are positive relationships with parents and carers, parents comment on the continuity of the staff and manager, and on staff commitment and dedication. The nursery has well-established systems in place to share information and ensure that parents are soundly informed of all routines. Several notice areas are available for parents and regular newsletters and information evenings are organised. Parents can use the nursery website for news and updates. They are clearly informed in each nursery room about their child's key worker and they have daily information about children's personal care routines and diet. The nursery has included full questionnaires for all parents and devised questionnaires for children as well. These have been completed with a wide variety of comments and suggestions, providing the nursery management with positive and negative feedback. Many comments included in the questionnaires have been addressed, for example parents have requested more detail on what their children have eaten during the day. Other parents have suggested including more variety in the cultural celebrations and staff have responded. Parents contribute regularly to their children's assessment records because they complete and update the 'all about me' forms every half term and this links with children's development and progress.

The nursery has close links with the other nurseries in the Christopher Robin group and area staff visit regularly for support and guidance. Partnerships with other providers in the locality are developed through early years cluster meetings and information is shared. The nursery has established partnerships with qualified trainers and teachers who visit from the schools nearby. There are regular visits from the health visitor and the nursery organises and promotes information sharing for parents and children from the fire service and police. The nursery has had recent audits which have been supportive and encouraging.

## **The quality and standards of the early years provision and outcomes for children**

Older children show very high levels of confidence and of building relationships during their free-flow, continual play; especially in the garden. They run and chase each other and hide in the play tent. They wear fire rescue hats and jackets and they use card board boxes decorated to look like fires; children pretend to put out the fire. The boxes are moved frequently and change position as children progress with their play. Children are very energetic and use all areas of the garden, they cluster together to look through the wrought iron gate and they talk about what is happening outside the nursery grounds; they share information and exchange ideas. Children can choose to stay indoors during free-flow play and follow their own initiative, they sit happily on their own, joining construction equipment and fixing small pieces on their fingers one by one, showing increasing concentration

and determination. Children find dolls to carry with them, they decide to wear dressing up clothes and manage to put these on themselves, they instantly ask for staff help with a zip.

Babies and children have good opportunities to be active and spend time in the fresh air. Babies have ample space and a clear floor area to toddle, clamber and learn to manoeuvre. They roll balls and climb into the ball pool, manoeuvring themselves over the padded edges. They show increasing skills of investigating their surroundings and extending their physical abilities. They spend time outside and experience the sand pit and the mobile toys with staff supervision. Older children have ample time in the garden, they fully enjoy running and chasing each other. They ride bikes and wheeled toys, they scoot and balance on the three-wheeled scooters. They ride on rockers and use hoops, they use the long patio area and the rough ground for challenge and interest. Children take turns to complete an obstacle course in the garden which staff have spontaneously set up, they learn to balance, jump, run and crawl. Children take turns and watch each other, they are encouraged to clap and shout each other's name in support. Children also have quieter times to meet their health needs and support their welfare. They all sleep after lunch and individual routines for how children prefer to sleep are noted and displayed. Children are learning to be responsible for their own personal care, they independently use the toilets and they are learning to follow daily routines to maintain their hygiene and wash hands before meals. Babies have individual flannels and staff clean them before and after meals. Children recognise and know when they need tissues for their nose and they are also learning to clean their teeth during the day. There are pictures displayed to encourage and promote children's understanding of personal routines and they are increasing their skills and capabilities to manage daily meal times. Children have a good variety of healthy food, they enjoy raisins and crackers with butter, they drink water.

Children are cared for in a very safe indoor, purpose-built environment, where they are encouraged to follow regular daily routines to maintain safety, for example, tidying toys to prevent others tripping. They can experiment and learn more about their personal safety during outdoor play; staff explain and supervise to prevent children going near the swings, they encourage children to take care on the scooters and to slow down at times. The nursery has organised visits from fire officers and the police and this introduces children from an early age to the wider safety issues in the community. Children take part in fire drills and know that fires are dangerous and they have learned about people needing to be rescued and this has transferred into their outdoor role play.

Children are developing close relationships with staff and the manager, and friendships with each other are being established as children progress through the nursery. They seek each other in the garden to take part in special physical and imaginary play. They are learning to be polite and staff encourage children to think for themselves and follow through with ideas. For example, when making rockets with card and paper they are encouraged to think how they can join items together and they show pride when this is completed. There is ample praise for children's achievements and this raises their self esteem and levels of confidence are increased. Children learn about table manners when they all sit together and

socialise at meal and snack times. Children have more choice and opportunities for play as they progress in age and their personal skills and language are clearly developing. This culminates in confident children in the oldest part of the nursery who are making significant gains in their learning.



## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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