

Christopher Robin Day Nursery Burpham

Inspection report for early years provision

Unique reference number	119993
Inspection date	17/05/2010
Inspector	Maureen Croxford
Setting address	The Vicarage, Burpham Lane, Guildford, Surrey, GU4 7LZ
Telephone number	01483 454757
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

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 8:00am to 6:00pm for 51 weeks of the year, excluding Bank Holidays and is registered on the Early Years Register. Children have access to a large, secure outdoor play area.

There are currently 82 children, aged from three months to under five years, on roll. 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 16 members of staff. Of these, 11 staff including the manager, hold an appropriate early years qualification. Five members of staff are currently on a training programme and 13 staff hold a current first aid certificate. The nursery receives support from the Early Years Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very comfortable and well organised environment. Many learning opportunities are offered as the staff skilfully support children's welfare and development. Children enjoy a wide range of stimulating activities as staff have a good understanding of how to plan and implement the Early Years Foundation Stage. Children have easy access to a range of resources and play materials. Staff have started to use observations and their self-evaluation system to ensure that areas for development are identified and promptly acted upon to ensure improvements.

What steps need to be taken to improve provision further?

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

- ensure that all confidential documentation is stored securely
- further develop the systems used for sharing information with other providers involved in children's learning and development

The effectiveness of leadership and management of the early years provision

Children are protected as staff have an excellent understanding of the safeguarding procedures to be followed if they have a concern about a child in the nursery. Checks are carried out to ensure that staff are suitable to work with children. Children's security and safety both inside and outside is very carefully monitored, and staff ensure individual children's needs are considered at all times.

Staff carefully plan and prepare the nursery environment, with many visual learning displays provided. They also provide many spontaneous opportunities for children to adapt resources, and explore through child led activities. Children are able to access a good range of resources, including Montessori equipment, which supports their interests and enable their learning.

Staff work together as an effective team, to guide children's development and promote their welfare. The manager is supported by the provider and a qualified deputy. Most of the staff team have appropriate childcare and first aid training and other staff are working towards a qualification. They are well deployed and interact very well with children. They also demonstrate experience of working with children with developmental needs. They hold regular staff meetings and internal training sessions, including meeting with staff of the sister nurseries. Staff appraisals take place to identify training needs, which helps to improve the quality of the nursery.

Children learn about diversity and have opportunities to become aware of other cultures. Good one-to-one support is offered to support individual learning and development, for example, helping children with individual learning needs and whom English is as additional language. People's differences are well represented, through resources such as books, around the nursery. The celebration of festivals and other cultures help children gain a greater understanding of the wider world.

The staff work closely with parents and have established strong relationships to ensure that all the children's needs are met. Regular meetings give parents and carers opportunities to discuss their children's progress. Good use of parent's observation sheets and feedback helps the staff and parents work as a team to support all children. Staff have started to develop links with other providers, such as schools and childminders, to maintain children's welfare and learning.

The nursery has been proactive in ensuring previous recommendations have been addressed. All required documentation is readily available; however, some information is not stored securely. The staff started to evaluate the provision and have produced their own action plan for the nursery, for example, the development of the garden area, which shows some commitment to improvement.

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

Staff plan a wide range of activities, using areas where children have demonstrated an interest, to promote development. They use information they gain from detailed observations on individual children's achievements to support their learning. Activities are based around the children's interests, to ensure that all children are included. Staff also spontaneously extend children's learning of how to keep themselves safe through appropriate resources such as books, for example, Frances the Firefly. The children sit comfortably and listen intently to the story and then join in a discussion on safety. Staff help children to develop skills for the future as they ensure that problem solving is incorporated into all areas, such as water play, sand and role play activities. The outside area is used for physical exercise and allows continuous provision within the nursery. Children show good

skills and are able to scoot, climb, run, jump, catch and throw, while showing a good spatial awareness.

Babies and children arrive happily at the nursery and feel safe and relaxed about leaving their parents. They learn the importance of rules, for example, the children understand that they must tidy away the toys after using them. Children have many opportunities to make good progress in all areas as all six areas of learning are covered effectively. They achieve well and enjoy their learning because of the good support and guidance offered by staff. Children are well behaved and polite, thanking staff when they help them find resources, and are encouraged to be considerate and caring. Babies and children have access to appropriate sleeping facilities where they are able to rest and relax.

Children become active learners as the staff provide them with experiences to find out for themselves, for example, designing and playing with large cardboard boxes in the garden. They learn to use their natural curiosity and inquisitiveness and to gain appropriate skills for the future. Children are self-motivated and are developing confidence as activities are adapted to enable all children to fully participate, including children with learning difficulties. Staff are confident in managing children's behaviour and act as very positive role models, offering praise and reassurance. Many resources are easily accessible so that children can develop their independence, such as a rolling snack time. Children are able to explore and experiment with different textures, for example, trying to paint on shiny wrapping paper. Labelling and displays throughout the nursery ensures that children receive many opportunities to recognise familiar words.

The nursery has an extremely effective range of safety measures in place, including clearly organised risk assessments and daily checks of the play environment. Children's health and welfare, such as hand washing and healthy eating, are successfully promoted through well planned activities and reinforcement by staff. Healthy and nutritious meals are provided by outside caterers and menus are displayed for parents. Children are gaining an awareness of healthy eating, with informative, visual displays and activities where children learn about different cultures. They are cared for in a stimulating environment where they feel extremely comfortable and where the provider and staff fully support 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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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

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

