

# Christopher Robin Day Nursery - Woking

Inspection report for early years provision

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<b>Unique reference number</b>	119995
<b>Inspection date</b>	22/06/2010
<b>Inspector</b>	Joanna Scott
<b>Setting address</b>	31 Claremont Avenue, Woking, Surrey, GU22 7SF
<b>Telephone number</b>	01483 757507
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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 - Woking has been operating since 1986. It is part of the Christopher Robin Day Nursery group run by Penates Properties Limited, which has five nurseries, all within the Surrey area. This nursery operates from a large, detached house situated in a residential area of Woking. There are three group rooms for younger children on the ground floor, and those aged three to five years flow between two rooms on the first floor. Children do not access the second floor which is used for office space. The nursery serves a wide geographical area. There is a fully enclosed garden which is used throughout the year.

The nursery is open Monday to Friday, all year round, from 8am to 6pm. It is registered on the Early Years Register for a maximum of 44 children at any one time. There are currently 75 children on roll who attend for a variety of sessions. The nursery provides funded early years education. Staff offer support for children with special educational needs and/or disabilities, and those who speak English as an additional language.

A team of 16 staff work with the children, 15 hold early years qualifications and one is coming to the end of her training. The leadership of the setting takes part in ongoing professional development. The nursery receives support from the local authority and is completing the Surrey Quality Assurance Award. The company holds the 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 outstanding.

Children are happy and settled and are supported exceptionally well by the attentive and enthusiastic staff team. Excellent systems for sharing information and working in partnership are in place, which ensures that children's welfare and learning needs are met, and children make excellent progress. Each child is highly valued as an individual. There are several systems for evaluation which continue to be very effective in driving development in all areas of the provision.

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

To further improve the high quality early years provision the registered person should consider:

- ensure that the ongoing review and deployment of resources for younger children continues, to achieve the same quality achieved in other areas in the nursery
- provide opportunities for parents to contribute to their children's development records to give a more global picture of children's progress.

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

Systems for recruitment, induction and appraisal are established and effective and ensure that staff have appropriate skills and knowledge and are suitable to work with children. Staff have an excellent understanding of safeguarding children because all attend training to develop their skills and knowledge and it is a regular focus for discussion and review. Staff understand and implement nursery procedures to ensure that any adults awaiting clearance of checks are not left alone with children even for the shortest period of time. They consistently implement robust systems for recording all accidents, incidents and existing injuries so that records are up to date and accurate. Policy documents are clear, and staff understand the procedures to follow in the event of a child protection concern. This protects children. Systems for risk assessment are very effective with all staff understanding their role in maintaining a safe environment. Any identified hazards are made inaccessible. Management ensure that any necessary repairs are carried out swiftly. The nursery has very stringent systems for managing entry and exit to maintain security.

The leadership of the nursery is highly effective. They implement several systems for self-evaluation and proactively seek the views of parents and staff. They greatly value children's views, and are creative in methods for seeking them. Staff noticed that babies cried when they heard but could not see parents arriving to collect children. On reflection they realised that by lowering an internal gate the babies would be able to see who had arrived, and this has resulted in stopping the crying, so that babies remain settled and content during times of collection. They asked older children for their views on the development of the garden, and sent them out with cameras to make a record of what they liked best. The photographs and discussions led staff to know that children particularly like the sandpit and areas of long grass. These views have been incorporated into the development plans for the outside area. The setting works closely with their early years advisors in the local authority to drive development in all areas, for example by taking part in a quality assurance scheme, and through completing audit processes. They are very enthusiastic about imminently starting a programme to drive the quality of provision for babies by taking part in a new development project.

The engagement with parents is excellent, and verbal feedback from the parents spoken to during the inspection very positive. They say they value having their views sought and the proactive approach by the setting in addressing any points raised, for example, in relation to providing extra external lighting, and by reviewing systems for staffing the entry and exit at drop off and collection to reduce waiting times. Daily discussion is effective for sharing up-to-date information about children's needs, specifically for very young children who may need variation in their usual routines due to home experiences. Staff complete regular observations of the children which include photographs and assessment against the Early Years Foundation Stage. These are sent home so that parents are kept up to date with progress in the short term, and this builds on the information shared at parents evenings. Planning is completed weekly, and staff incorporate

children's and parents' views into each child's learning. However, parents do not have routine opportunities to contribute their knowledge of their child's achievements to learning records.

Partnerships with others involved with the welfare and learning of children work very effectively. Visits are arranged with the teachers of the schools children plan to move onto, which supports transitions. Staff interaction with children is exceptionally effective in all areas of the nursery, and a review of the accessibility of resources has been completed. This has resulted in older children having outstanding independent access to an excellent range of resources, and other areas having clear plans which are being implemented to achieve this at the same level. The setting is driven and have very clear goals which are being achieved. The setting has a positive view to meeting each child's individual needs and children play and learn in an environment where images, activities and resources promote the diverse world in which we live.

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

The children enjoy exceptionally warm and caring relationships with staff and each other. They arrive happily and settle quickly because the staff support them to say goodbye and separate from parents and carers, and children quickly become engrossed in play. Babies in the 'Poohs' room play with Duplo and enjoy crawling in and out of a blackout tent, showing a developing confidence of being in the dark without any association of fear. They enjoy affectionate cuddles with the staff. Children in the next age group, the 'Roos' are mostly under two years. They are supported by staff to begin to be more independent in preparation for joining a bigger group of older children. Children learn to use un-lidded cups and start to use some of the age-appropriate Montessori equipment. For example, they build their physical skills and coordination as they learn to pour pasta between containers. Attentive staff take time to explain and demonstrate to the children skills like hand washing, helping them to understand why it is so important, and some children start toilet training. Children particularly enjoy cooking activities and independently access their favourite books which they enjoy sharing with the staff and other children.

Several of the children in 'Eeyores', the over twos, are particularly interested in listening to stories on a compact disc player, demonstrating a real interest in how things work. They make sensory pictures using scented herbs from the garden, and they spend an extended period handling jelly as they explore the texture and feel of it in their hands. Staff are supportive and sit and play with the children, extending their enjoyment and increasing their vocabulary as they talk about what they are doing. The pre-school children, the 'Rabbits', flow freely between two rooms on the first floor. They have an exceptionally enabling environment which is stimulating and welcoming and very well resourced. Children enjoy using a light box to look at slides of x-rays, and listen to stories on headphones. Their choice of activities is extensive, and the staff recognise the benefits of children being active and independent learners. For example, children freely access craft materials and tape as they wish when being creative, they do not have to ask an adult to help

them. The staff throughout the nursery build upon children's independence and 'Rabbits' serve their own lunch and clear and wash their own crockery and cutlery. There is a busy and industrious atmosphere. Children are really learning about the wider world, they thoroughly enjoy French breakfast day where they talk about France, eat croissants and use some French words with staff and each other. They are very interested in the natural world, having recently taken part in learning about lifecycles, including a project involving hatching chicks. These exciting observations and discussions help children learn about life.

The children really enjoy the mix of inside and outside play, and staff ensure there are regular opportunities to use the garden for outdoor learning, although the restrictions of the building currently prevent free flow. In the garden staff support and extend children's learning, for example, by sitting with them and helping them to make giant bubbles using a large hoop, and by involving children in planting a variety of vegetables, caring for them and harvesting them. Children squeal in delight as they cool down on a hot day by running through a water sprinkler, and others find a shady spot to look at books or play in the sand. The staff ensure there is an excellent range of activities available which appeals to the children.

The children learn through routine and discussion to protect their good health. For example, children as young as one get excited when getting ready to go outside in the summer and ask for 'cream', knowing that sunscreen is reapplied regularly throughout the day, and babies indicate that they know which bottle is theirs by reaching out to it. The setting organises projects about dental health, children have a small piece of cheese after meals to neutralise acid in their mouth, and older children are learning to clean their teeth after waiting for a sufficient period to best protect their enamel. Water is accessible throughout the day, in all areas of the nursery, and attentive staff remind children to drink regularly to stay hydrated in the sun. Visual prompts remind children of hand washing and nose blowing procedures, and younger children are supported in developing their skills to do this. Children are developing an excellent understanding of the benefits of healthy lifestyles.

Children behave exceptionally well throughout the nursery. The staff are attentive, focused on the children's welfare and learning and give clear explanations so that children know what is expected of them at nursery. Children share happily and involve each other in their games. The excellent quality of interaction between staff and children ensures that children feel secure and learn to think about safety. Monthly evacuation practice helps children be skilled and confident at leaving the two storey site safely and quickly. Children's experiences are extremely positive.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

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

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