



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119993

DfES Number: 513108

INSPECTION DETAILS

Inspection Date 05/03/2004
Inspector Name Catherine Hill

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Christopher Robin Day Nursery Burpham
Setting Address The Vicarage
Burpham Lane
Guildford
Surrey
GU4 7LZ

REGISTERED PROVIDER DETAILS

Name Christopher Robin Day Nursery

ORGANISATION DETAILS

Name Christopher Robin Day Nursery
Address 31 Claremont Avenue
Woking
Surrey
GU22 7SF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Christopher Robin Day Nursery(Burpham) opened in 1990 and is one of five nurseries. It operates from a converted residential house in Burpham, near Guildford. Children are separated into age groups and have their own bases - Piglets, three months to one year, Roo's, one to two years, Kanga's, two to three years and Tiggers, three to five years. There is an enclosed garden for outdoor play. The nursery have kitchen facilities, although meals are not cooked on the premises. The nursery serves the local area.

There are currently 60 children on roll from 3 months to 5 years. This includes 13 funded 3 year olds and 4 funded 4 year olds. The nursery offers full day-care and children can attend for a variety of sessions. The setting have procedures in place to support children with special needs and who speak English as an additional language but currently have none on roll.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Christopher Robin Day Nursery is acceptable and is of high quality. Children are making very good progress towards the early learning goals.

Staff effectively use a range of teaching strategies and Montessori resources to develop children's knowledge, understanding and skills. They build firm foundations for children's future learning by developing good concentration and independence skills within a safe, supportive environment. Staff plan an interesting and varied range of activities to provide children with daily opportunities to progress in all skill areas although opportunities could be further extended in some areas. Assessment records are well maintained to show children's progress through the stepping stones. Staff have high expectations of children with regard to behaviour and care of the resources they use. Children, as a result, are well mannered, behaved and respectful of other people and their environment. Staff have very good relationships with children. They take a continual interest in them, showing kindness and offering support and encouragement as appropriate. Children are happy and relaxed within the nursery and approach staff readily with any questions or for help they may need.

Leadership and management is very good. Staff are well deployed and work effectively as a team to provide positive learning experiences for children within a stimulating setting. Training is supported to ensure skills and knowledge are up to date and further extended. They regularly review policy and practice and management are aware of areas for improvement to maintain continued good practice.

Partnership with parents is very good. Staff regularly share detailed information on nursery practice. Parents are positive in their praise of the setting and the care and education provided for their children. Monthly observation records keep them well informed about their child and information displayed keeps them informed of areas of learning being covered.

What is being done well?

- Children's personal, social and emotional development is excellent. Children are confident, motivated learners who actively engage in learning activities both independently and co-operatively with others. They show care and consideration for others and respect for their environment. They are well behaved and have impeccable manners.
- Staff organise and provide a positive, stimulating learning environment for children. They work well as a team, using a range of teaching strategies to develop children's knowledge in all areas. Children's efforts are valued and they are able to learn in a happy, relaxed setting where staff plan a wide range of fun activities for them.

- Planning and assessment records are detailed and well maintained to ensure that children make good progress towards the early learning goals.
- Children's language and imaginative skills are very well developed. They are confident, articulate speakers who use appropriate language to express their thoughts when engaged in self initiated imaginary play.

What needs to be improved?

- opportunities for children to practise writing for different purposes, develop calculating skills and to extend their knowledge of their local environment.

What has improved since the last inspection?

Improvement since the last inspection is very good and the group has addressed all issues. Children now have good access to a wide range of equipment to aid their physical development both indoors and outside.

Children's records have been improved and developmental files are maintained with detailed evidence of children's progress through the stepping stones. They keep parents well informed about monthly areas of learning for their children with information displayed on the parents' notice board.

There has been provision to extend children's opportunities to increase their knowledge of the wider world with all major cultural and religious events now incorporated into planned activities.

The special educational needs co-ordinator has attended appropriate training to develop her knowledge of the role in supporting children with special needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have excellent relationships with each other and staff. They work co-operatively together and show care and consideration for others. They show an active interest in learning, concentrate well during activities and persevere until they have achieved. For example, when completing puzzles or building towers from cylindrical blocks. Children's behaviour is very good and their independence skills are very well developed.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's speaking and listening skills are excellent. They are confident, articulate speakers who engage easily in conversation with both staff and other children. They listen attentively to stories and some children recognise sound patterns and are able to think of rhyming words. Staff foster children's interest in literature by regularly sharing books with them. Children's writing skills are well developed and they are able to write their names with recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very confident with numbers and counting. They count comfortably up to ten and many can count beyond. They are aware of the sequence of numbers and some are able to recognise written numbers beyond ten. Children independently reinforce number skills during sessions; for example, by deciding to count the number of blocks on a poster. Staff present children with a varied range of Montessori equipment to promote mathematical development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's knowledge of the wider world and other cultures is well developed. They are able to greet each other in several different languages and planned topic work introduces them to different customs and foods. Children's explorative and investigative skills are well developed. They understand changes that occur through growth and the passage of time. They have planned opportunities to investigate different textures and independently think of solutions to problems.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and safely throughout the setting. They skilfully manoeuvre wheeled toys outside and have access to a wide range of resources to develop their climbing and balance skills. Their fine motor and co-ordination skills are very well developed through daily activities which involve the manipulation of small scale equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Staff plan an excellent range of opportunities for children to develop their creative skills. Children freely select resources to create pictures and join in enthusiastically with adult led craft activities. For example, making Holi pictures using dry powder paints. Their imaginative skills are very well developed. They initiate their own imaginary play incorporating everyday resources. For example, using a piece of paper and scissors for a magic trick.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses but consideration should be given to improving the following areas:
- ensure children are given daily opportunities to practise writing for different purposes and to develop their calculating skills
- provide opportunities for children to develop their knowledge of their local environment.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.