

Christopher Robin Day Nursery

Inspection report for early years provision

Unique reference number

119994

Inspection date

18/02/2011

Inspector

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Setting address

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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 has been registered since 1993. It is part of the Christopher Robin Day Nursery Group, which owns five day nurseries within the Surrey area. The nursery operates from a purpose-built, single-storey building located within the grounds of St. Peter's Roman Catholic Secondary School in the Merrow area of Guildford, Surrey. Children are accommodated in four age-related base rooms. Toilet, hand washing, nappy change, sleep areas and kitchen facilities are incorporated into all base rooms. There are two fully enclosed secure outdoor play areas. The nursery serves families from the local community and surrounding areas. The nursery is open throughout the year, from Monday to Friday, from 8.00am to 6.00pm.

The provision is registered on the early years Register to care for a maximum of 49 children aged from three months to five years at any one time. There are currently 87 children on roll. The setting is in receipt of funding for the provision of free early education to children. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The provision employs 19 staff, of whom 15 currently work with the children. Of these 15, 11 hold recognised early years qualifications. Four staff are currently working towards a qualification. 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 outstanding.

The provision is highly effective in meeting children's individual needs. The newly promoted manager provides staff, parents, and children with an extremely positive role model, particularly in relation to her communication skills. There are many strengths that contribute to the high quality of care and education for children, such as the exceptionally caring and receptive staff, who provide a positive and nurturing environment, and partnership with parents. Action taken by the provision is well targeted and significantly improves outcomes for children. Plans are in place to improve aspects of children's knowledge and understanding of the world.

What steps need to be taken to improve provision further?

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

- improve the opportunities for children to share their experiences about the wider world, for example, by providing a soft toy for them to take home

overnight, in turn. Talk with children about what the toy has done during these excursions.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because staff have an excellent knowledge of child protection procedures. There are extremely well organised systems to ensure staff suitability. Comprehensive risk assessments are regularly completed within all areas of the premises.

Self-evaluation is an integral part of nursery life. In-house training sessions, staff meetings and cluster meetings within the organisation are used to improve knowledge and make continuous improvements. Since the last inspection, the provision has identified and successfully implemented many changes. The nursery environment is very calm and welcoming. There are an exceptional range of interesting and age appropriate resources that promote all areas of children's development, particularly in the large outside play area. Staff fully embrace children's individuality and are extremely observant of their inclusion within all activities.

Partnership is outstanding. The provision works with parents, the local authority, and other provision to ensure clear targets for children's individual development, including individual educational plans. This good communication combined with the home from home environment, means that children with special educational needs make extremely good developmental progress. Communication with parents is excellent. Parents are provided with a wealth of information, such as, termly newsletters, a website that is updated each week, and opportunities to attend children's progress meetings twice a year. As children progress through the nursery, they are provided with formal opportunities to meet the new keyworker, so information about their child's individual needs can be exchanged. Parents are invited to attend social events such as a 'Summer fun day', to raise money for charitable events. Parents make extremely positive comments about the nursery. For example they say 'there are very friendly staff who look after the children so well and I am really amazed at how much they listen and remember about my child's home routine. I like the airy open space and the direct access to the outside play area' and 'the staff make a lot of effort and are receptive to children's suggestions for activities'.

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

Children make outstanding progress in their learning and development. Staff use 'early learning journeys' to complete detailed observations and assessments, which are enhanced through the use of numerous photographs and extremely well presented art folders. There are effective systems in place for activity planning which show that staff have an excellent understanding of the Early Years

Foundation Stage. Children have an excellent range of experiences, such as, playing in the snow, and going for walks on the adjacent school field. Pre-school children particularly enjoy activities that combine the use of the inside and outside play areas and link to stories such as 'The three little pigs'. Staff provide a focus for children's learning, for example, they show them paintings by "Michelangelo" such as the Sistine Chapel, and encouraging them to use chalks on the outdoor patio to interpret their own vision of these paintings. Planning for the outdoor area, includes opportunities for children to work together, and learn about their own safety, for example, as they build obstacle courses.

Children are extremely well behaved. Babies actively explore the environment and some are beginning to learn to feed themselves. At the beginning of the day staff present pre-school children with picture cards, to choose from the range of resources available. They give children time to express their thoughts and ideas, and respect and value children's contributions. Staff interaction and communication with children during their play significantly enhances learning and development. Children are very familiar with the 'Montessori approach', which can be seen in the relation to the exceptional confidence they show as they choose their own resources. Their enthusiasm for taking part in all activities is evident as they often smile and sing during their play, and choose from a wide range of accessible creative resources. Older children are very helpful, and take an active part in tidying up. They show exceptional animation and communication with others, for example, as they enter into imaginative play, and talk for long periods as they sit together on the small outdoor swing seats. Children learn to recognise and find their name through self-registration processes. They concentrate extremely well, for example, as they listen to stories and sing rhymes about the day, date, month, year, season and weather.

Children use textured alphabet letters to learn letter formation. They choose from a wide range of resources to make marks and draw, and some are show signs of early writing skills. Children make good use an outdoor 'parking bay' for matching wheeled toys with displayed numbers and corresponding pictures. They show good hand and eye co-ordination as they use a computer and operate and listen to programmes that provide them with information about the wider world, for example, 'outings to London'. The positive input from staff during these activities mean that children are keen to repeat them. Children with special educational needs are fully included in all activities and experiences through the additional one to one support and gentle encouragement from staff.

Children learn about the features of living things, such as, the life cycles of frogs and butterflies. They collect resources from the garden to make habitats for stick insects, and plant tomato and cress seeds. They draw pictures of continents, their family trees, and learn about celebrations such as Chinese new year and Remembrance day. However, the opportunities for them to share their experiences of the wider world with others are limited. Cooking activities such as making pizza are chosen by the children and incorporate areas of learning, such as weighing and measuring. Children show excellent physical skills as they use the wide range of outdoor play resources. Babies benefit from having their own separate area which has a low level fence, and is part of the main outdoor play area. Consequently, they have good opportunities to be outside even when they are not mobile. The

range of outdoor play resources and activities successfully capture children's interest and they use them confidently and independently. Children often choose to play imaginatively with others. Their communication during these times is lively and animated, for example, as they use dolls to play 'nurseries'. Babies develop their senses as they look at their reflections in reflective outdoor resources, take part in body painting activities, play in sand and water, and handle natural resources such as leaves and fir cones.

The nursery maintains extremely high standards of hygiene. For example, a 'no shoes policy' operates throughout the whole provision, and hand sanitizer is available in the entrance area. Most food is provided by an external catering company who supply alternatives for children who have allergies or specific dietary requirements. Mealtimes are very well organised, although breakfast and lunchtime are quite close together.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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