

Christopher Robin Nursery

Inspection report for early years provision

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Inspector Jennifer Beckles

Setting address St. Christopher's Church, Claygate Lane, Hinchley Wood,
Esher, Surrey, KT10 0AQ
Telephone number 07762 127 878
Email tormills@hotmail.com
Type of setting Childcare - Non-Domestic

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Christopher Robin Nursery has been under its present ownership since 1996. It operates from the hall of St. Christopher's Church at Hinchley Wood in Surrey. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 9am to 12.15pm, term time only. The children have use of the main hall and access to a secure outdoor area. There are currently 34 children in the early years range on roll, all over the age of two years. The nursery is funded to provide some free early years education to children aged three and four years of age. Children come from the local community. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery employs five staff. Three of the staff, including the owner/manager, hold an appropriate early years qualification. The nursery is registered on the Early Years Register and both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress because staff know children well and plan a wide range of highly appropriate and absorbing activities. Children's learning is supported further by use of good quality observations and effective adult interaction. Generally, risk assessments and required policies and procedures support children's safety. Overall, partnerships with parents and others are effective and support children's learning well. A reflective approach enables the setting to readily identify strengths and weaknesses of the provision. It shows good capacity to continually improve its provision for the future and outcomes for children.

What steps need to be taken to improve provision further?

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

- strengthen the engagement with parents further by seeking all parents' views on the care and education provided
- record details of any problems encountered while carrying out regular evacuation drills and how they were resolved.

The effectiveness of leadership and management of the early years provision

Staff have good awareness of how to keep children safe from harm because they have attended safeguarding training and are aware of procedures to follow should

they be concerned about a child. Staff are suitably vetted and supervise children well. Most required policies and procedures support children's safety effectively; however, evacuation drill records do not provide detail on any difficulties incurred during drill practise. This means that staff are limited in identifying and resolving any evacuation drill problems. An effective risk assessment covers all areas, equipment and resources that are regularly used and is reviewed for the protection of children.

The environment is well organised and offers a wide selection of engaging activities. The broad range of activities available enables children to make independent choices. They freely select resources from low level, accessible storage units. The nursery uses a reflective approach to improve its provision and has set relevant future goals; however, parents have minimal involvement in the self-evaluation process. Consequently, they have limited opportunities to contribute their ideas for improvements to the provision. The nursery has acted on previous recommendations, such as the purchase of a portable hand washing system to enable the children to wash their hands.

A well established staff group forms strong relationships with the children, which enables them to settle quickly. Staff ask parents to complete an 'All about me' form which provides useful details on children's interests and needs. They use this information to plan effectively for children and to provide a wealth of enjoyable activities for them. Parents spoken to at the time of the inspection expressed high levels of satisfaction with the nursery and spoke, in particular, about the approachability of staff and the exciting range of activities provided for children. Parents are kept well informed of their child's progress and well-being because each term they are invited to a parents' meeting to discuss their child's development. 'Learning journeys' which contain samples of work, good quality observations and charts of achievement are shared with the parents. Staff ask parents to update the 'All about me' forms regularly so that they can continue to plan based on children's needs and interests. This means that parents have good opportunities to be involved in their child's learning.

Staff offer sensitive, individualised care for children with special educational needs and/or disabilities. Plans are drawn up by the nursery's special educational needs coordinator, and others involved in children's learning, to promote good outcomes for children. Provision is good for children who learn English as an additional language. For example, staff learn key words of a child's home language to help them to settle and provide pictorial representation of the routine of the setting. There is very effective partnership work with local primary schools. Teachers visit the setting to get to know children who will be starting school and staff hand teachers a 'transition sheet' which provides a summary of a child's skills and interests. This helps children to settle more readily into school life.

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

Children are purposeful, independent and joyous. They explore their surroundings with happy curiosity. Children behave in safe ways and adhere to the nursery's rules, such as number restrictions in the role play area. They understand the need to clean their hands before eating and readily do this at appropriate times.

Children enjoy using the self-serve snack bar which offers fruit, cereal, cheese and other healthy choices. Staff sit with the children and talk about the health benefits of these foods. Children help themselves to fresh water. In all weather conditions, the children have access to daily exercise and fresh air. A large canopy covering part of the outdoor area provides sufficient space for children to climb, balance, run, skip, and move around in different ways in wet conditions.

Children achieve well across all areas of learning. They learn about features of their local environment by playing with road sets and train tracks and create imaginary stories with dolls' houses. Children use technology as they operate programmable toys and play educational games on child lap tops. They watch with delight as new colours emerge as they take part in colour mixing. Children actively seek to solve design problems while they play with construction sets. They develop literacy skills as they settle happily in the book corner where they share their favourite stories, retell tales with puppets, or listen to a recorded story on a CD player. Children readily recognise their names from peg labels as they put their coats away. They send each other notes, write lists or complete 'forms' as they experiment with making marks in the writing area. Children learn to count in every day situations, such as the number of children present at registration. They begin to learn about capacity as they fill and empty containers of different sizes in the water tray.

Children explore the texture and shape of a selection of natural resources, such as twigs, feathers and shells. They learn to be independent as they serve themselves from the snack bar. Outside, they develop a range of physical skills as they throw, catch, run, jump, climb and balance on a range of small and large equipment. There is a good balance between child-initiated and adult-led activities. Children are engaged and engrossed in activities. They concentrate well and persevere with tasks. Children support each other as they play; for instance, a child helped another child to find a connecting piece in a construction set so that he could finish building a model. They take turns and share as they queue for the snack bar, or wait for their turn to go on the bikes or scooters outside.

Children learn to understand, accept and value difference by using a range of multicultural resources, including books, songs and dressing up clothes. They enjoy visits from parents of different cultures, such as parents who bring in a pinata for a birthday celebration. The children watch with delight as sweets are released while they tap the bag. Their knowledge and understanding is developed further as children learn nursery songs from around the world, and learn to count in different languages.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met