

Christopher Robin Day Nursery

Horseshoe Lane East, Merrow, Guildford, Surrey, GU1 2TU

Inspection date

20/02/2014

Previous inspection date

18/02/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Staff use highly effective teaching methods and their high quality interactions with the children mean that they feel safe and secure in the warm and welcoming environment.
- Children are motivated by the opportunities and the imaginative and stimulating ways activities are presented throughout the nursery. They show exceptional levels of independence and confidence.
- The effective monitoring and tracking systems ensure that staff identify next steps for future development and make continuous improvements. This ensures that the nursery continues to provide high quality care and education for all, with children making above expected progress against their starting points and being well-prepared for their eventual move to school.
- Staff form extremely effective partnerships with parents, which means that there is a united approach to meeting individual children's needs and helping them to develop relevant skills for the future.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed play and learning activities and tracked children indoors and out.
- The inspector looked at children's progress records, planning, and sampled documentation particularly related to safeguarding and welfare.
- The inspector spoke to parents to gain their views of the nursery.
- The inspector undertook a joint observation with the nursery manager.
- The inspector spoke to the nursery manager, nursery staff, area manager and provider regarding leadership and management.

Inspector

Simon Hobbs

Full report

Information about 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 two 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 nursery is registered on the Early Years Register and there are currently 82 children on roll. The nursery 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 nursery employs 15 staff, of whom 13 currently work with the children. Of these 15, all hold recognised early years qualifications. Two staff are currently working towards a level 3 qualification. The company holds Investor in People status and is working towards an externally assessed Quality Assurance scheme. The nursery combines the Montessori teaching principles with a play-based curriculum.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's imaginative experiences by encouraging them to notice and imitate adults' actions to promote learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children flourish and meet their full potential taking into account their starting points and capabilities in this Montessori Nursery. The manager and her staff fully understand how to best implement the Statutory Framework for the Early Years Foundation Stage, to recognise the individuality of each child. Children's learning and development is exceptionally well supported including for those children who learn English as an additional language. Observations are carried out on the children throughout each day as they play so that staff are able to accurately identify their next steps and their interests. This enables staff to plan targeted and challenging learning experiences. Staff use tracking systems such as, the Individual Progress Sheets, which efficiently and effectively identify and support the children's future learning needs. Excellent teaching techniques are used throughout the nursery enabling children to be active learners. For example, the children engage in daily circle time where they learn about a new letter and number, what they

look and sound like and where they have heard or seen them. However, on very rare occasions there are missed opportunities to use strategies to develop children's observation and imitation skills. For example, if children's attention wanders, staff do not always use varying techniques for children to copy, such as clapping hands or whispering, to gain their attention back again. Children are highly motivated and fully engage in the very good balance of adult-led and child-initiated activities that enable them to instigate their own learning in whichever part of the room they choose or in the outdoor area if they prefer. Parents and carers comment that they are 'absolutely' and 'extremely happy' with how their children are progressing.

All staff are highly skilled in extending children's play. There is a sharp focus by the staff in promoting communication and language skills among the children to ensure they can move on in their development. The focus on children acquiring key language skills for their future and a positive attitude to learning is evident in the nursery. The staff engage children in conversation while they play to encourage critical thinking and to develop language. For example, children going on a 'bug hunt' are asked what they are doing and what they are looking for. They respond that they are looking for bugs and worms. They search under log piles and the member of staff reminds them to put things back carefully so as not to disturb anything they find. Children who learn English as an additional language are very well supported because staff have access to key words and phrases provided by the parents on transition to help children express their needs until their English develops. Staff understand very well how children learn through play by following their own interests and by relying on their own experiences. This is demonstrated exceptionally well throughout the nursery with the provision of designated areas, such as, the role play room where children, for example, familiar with parents who look after very young children, display their own skills caring for 'my baby'.

Children benefit greatly from the very well-resourced outdoor areas, which are accessible to all children from their base rooms. For long periods of the day, children have free access to this area and to all sides of the newly joined playrooms. Children are excited by being outside and when the doors are opened there is a vibrant flow of children between outside and inside. Staff fully understand and embrace the importance of outdoor play and create a rich learning environment that promotes all areas of learning, even in inclement weather. In addition to the outdoor play area, a growing area has been established. Nursery staff and children sow and tend vegetables and fruit plants. The busy yet calm atmosphere within the nursery and the highly effective partnerships staff enjoy with parents and carers ensure that children settle quickly into nursery life. Parents are very involved in their children's learning. Staff provide a variety of opportunities for them to extend their children's learning at home. For example, every month parents are given copies of their child's written observations which indicate their child's achievements and next steps. This is supported further by the daily report sheets.

The contribution of the early years provision to the well-being of children

The key person system and the high staff to child ratios contribute exceptionally well to children's feelings of well-being and security as there is always a dedicated person to

attend to their needs. Children are extremely well settled and enjoy trusting relationships with staff. Because of the layout and use of the nursery, all staff and children are familiar with each other and the children particularly benefit from this 'lovely, happy atmosphere', which parents comment on. As a result, children's emotional well-being is very well fostered. Each child's key person shares information with parents each day they attend, either verbally or via the daily report sheet, ensuring that changing needs are met and next steps taken. There are also formal meetings between parents and staff where children's development and progress are discussed and decisions made about support, next steps or transitions, for example. Children behave extremely well. They learn what is expected of them in this nurturing environment and on the rare occasions their enthusiasm overcomes their sense of fair play, staff or other children calmly remind them about sharing or being kind to their friends.

Children learn how to keep themselves safe with the support of staff. For example, children are reminded how to carry large equipment safely. Staff encourage children to learn and develop skills that will support them when they start school. For example, putting on or taking off their clothes at sleep time, pouring their own drinks and serving themselves from the bowls of food at lunch time. The older children also wash and put away their plates and cutlery afterwards. Children are supported as they learn to use the toilet independently and as they wash their hands the staff chat with them about the importance of personal hygiene, this includes after going outside. Children enjoy nutritious, healthy meals and snacks, which are prepared and cooked by an outside catering provider. Account is taken of children's dietary needs and preferences and menus are displayed; a section in the daily report sheet also lets parents know what their children have eaten. Children often help at snack time such as, when they collect their own water, cups, plates and fresh fruit, closely supervised by a member of staff. A list of allergies and preferences are discretely displayed in the adjoining kitchen areas so that staff can easily check if they are unsure about a particular child's needs. Staff sit with the children at mealtimes to act as good role models as they demonstrate social skills and create a warm and pleasant occasion. Staff chat with children about what they are eating, what they have been doing and what they would like to do later.

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

The nursery meets all the requirements of the Statutory Framework for the Early Years Foundation Stage exceptionally well. It provides a very welcoming environment where children and parents are valued and respected. The manager is a highly effective role model who in her friendly, efficient way motivates the well qualified staff team so that they also want to do their best for the children attending the nursery. The manager is extremely well supported by the area manager and by the owner of the nursery. Ongoing self-evaluation and critical reflection, which takes account of the views of parents, children and staff, are fully embedded in the process. The nursery views self reflection as an important component in its continual drive towards even further improvement. As a result the nursery is working towards an externally assessed Quality Assurance award. This all ensures that everyone has a clear understanding of the strengths of the nursery and is

involved in the identification of areas for continued development.

The recommendation made at the last inspection three years ago has been successfully addressed. There is a strong culture of continuous professional development amongst the staff who welcome ongoing professional development opportunities. For example, most staff have a level 3 qualification and over and the remaining staff are currently working towards level 3. Staff work together very well and are very supportive of each other. Regular supervision meetings, annual appraisals and management observations of staff practices ensure that any potential concerns are quickly identified and dealt with so that the nursery continues to provide a high quality service. All required documentation and record keeping for the safe organisation and management of the nursery, including accident reports and risk assessments, are in place and highly effective in ensuring that appropriate action is taken. Everyone working at the nursery understands the importance of safeguarding and child protection. Robust recruitment and induction procedures help to ensure the suitability of new staff. All staff know their role and responsibility relating to safeguarding. Personal phones are locked away in the manager's office during working hours. Detailed risk assessments and routine safety checks of equipment throughout the nursery contribute significantly to children's safety.

Staff engage with parents extremely well. All parents and carers spoken to throughout the inspection commented on how happy they were with the nursery and how supportive the staff are to themselves and the children. Staff, parents and other professionals work very well together to effectively support and promote children's development and learning. The comprehensive monitoring of children's progress means that staff quickly identify a child's next steps in learning. Strong links with other nurseries in the group and other providers, such as on transfer to school, ensure that children's specific needs are assessed and that support is planned for.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	119994
Local authority	Surrey
Inspection number	825221
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	49
Number of children on roll	82
Name of provider	Penates Properties Limited
Date of previous inspection	18/02/2011
Telephone number	01483 303474

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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