

Christopher Robin Day Nursery

63 Wood Street Green, Wood Street Village, Guildford, Surrey, GU3 3DX

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|--------------------------|------------|
| Inspection date | 07/10/2014 |
| Previous inspection date | 16/03/2009 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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

- The quality of teaching is excellent. As a result, all children are enthusiastic, active learners who make excellent progress in their learning and development.
- Staff develop children's communication and language extremely well, enabling them to confidently express their needs and preferences as they engage with adults and other children.
- Staff and parents work as equal partners, which helps to offer consistency between the home and nursery learning environment.
- Children develop exemplary self-care skills and independence, helping them to prepare exceptionally well towards their move to school.
- The inspirational manager motivates practitioners and together they provide children with a memorable early years experience.
- The nursery maintains highly effective partnerships with other professional agencies, such as speech therapist, which benefit children's development.

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 children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had a discussion with the provider and manager.
- The inspector talked with staff, some children and parents to obtain their views.
- The inspector scrutinised a range of relevant documentation relating to safeguarding, suitability records, policies and procedures.

Inspector

Helen Porter

Full report

Information about the setting

Christopher Robin Day Nursery (Wood Street) registered in 2003. It is a single-storey premises that is accessible via a ramp. It is situated in a rural location close to the village green in Wood Street Village, near Guildford, in Surrey. The nursery is registered on the Early Years Register. There are currently 50 children on roll. The nursery opens five days a week all-year round, excluding Bank Holidays, Christmas and New Year. Sessions are between 8am and 6pm. Currently, 13 members of staff work with the children, seven of whom hold an appropriate early years qualification. The nursery's teaching methods are consistent with the Montessori approach.

What the setting needs to do to improve further

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

- extend further the opportunities for children to explore their own physical capabilities by beginning to take some carefully managed risks as they play.

Inspection judgements

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

The quality of teaching is excellent. Staff have a precise understanding of children's individual abilities, which helps them to support and extend their learning and development. For example, a train that a child was playing with became stuck in a tunnel. A member of staff used skilful questioning to encourage the child to develop their own strategies and ideas to work out how to solve this problem. Young children enthusiastically plan their own play in the highly stimulating and rich environment. For example, the confidently explore resources in the role-play kitchen and push balls along the floor. Children pick up their own shoes from the shoe rack and hand them to staff using words, such as 'shoes' and 'garden' to communicate the environment they want to play in. All children are enthusiastic and active learners who make excellent progress.

Children of all ages have excellent opportunities for physical exercise, as they have access to the outdoor areas throughout the day. Younger children crawl freely around the garden, conquering the steps leading into the sand pit, to dig and make sandcastles. Older children follow instructions well and move their bodies confidently as they re-enact stories. Children's imaginative skills develop exceptionally well through the use of exciting role-play resources. They take on characters and actively seek to engage others in their play, displaying extremely good manners as they offer each other cups of tea.

Staff place a high emphasis on developing children's communication and language skills. As a result, children are extremely good at communicating their needs and preferences,

and engaging with adults and other children. Staff model language to enrich children's vocabularies and encourage them to start developing simple sentences. Visual aids, such as photographs, provide additional opportunities for children to communicate. For example, children choose resources each day by selecting a photograph and placing it on the visual time table. This helps children to access their own drinks, clothing and items from home throughout the day. Staff use an extensive variety of ways to ignite children's love of stories and books. For example, using props to help children retell the story from memory. Staff provide inviting, cosy areas with cushions and selections of books for children, inside and outdoors.

Staff make highly perceptive observations of children's achievements and also take photographs. This enables them to plan very specifically for the next steps in children's learning. Staff share these observations and assessments with parents regularly. This provides them with comprehensive accounts of children's achievements, future learning goals, and suggestions for further learning at home. Parents provide staff with information about their child's achievements at home and regularly update 'all about me' forms regarding their interests and needs. This extensive two-way flow of information is exemplary as staff and parents work in highly effective partnership to maximise children's learning.

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

Staff are exceptionally caring towards children, helping to promote their confidence and sense of belonging. Staff create family photograph books, which they share with children and talk to them about special people in their lives. This effectively builds children's security. After the settling-in period, parents complete a questionnaire. This helps staff to gather even more information about what children know and can already do. Staff deployment is exceptionally good. This allows them to give excellent support to their key children, especially during settling-in periods.

Staff act as excellent role models as they encourage children to take turns and share during activities. As a result, children develop very good social skills and build close friendships with each other, spontaneously hugging each other during play. Children behave well with little intervention necessary from adults. They learn to listen to each other and offer support when needed. For example, as a child seeking to be helpful struggled to carry a sleep mat across the room to be stored away, another child was prompt to provide assistance.

Children develop exemplary self-help skills and independence because staff provide them with excellent support to make choices and decisions about their play. They also encourage them to carry out tasks such as setting out activities and tidy away their toys when they have finished playing. They serve themselves at meal times, pour their own drinks and wash up their plates and cutlery. These practical skills, along with their high levels of confidence and emotional security, prepare children exceptionally well for their move to school.

Staff help children to learn how to follow important hygiene routines, such as hand washing after toileting and before eating. Boxes of tissues are within easy reach of children so that they can blow their own noses and dispose of the tissues in the bin. Children also brush their teeth twice a day. The nursery uses a catering company to provide nutritionally balanced meals. Staff rigorously adhere to children's individual dietary requirements when serving food. This highly effective support helps children begin to learn how to live healthy lifestyles. Children experience a good degree of physical challenge during their play as they climb and ride bikes. However, staff do not generally offer a great deal of encouragement for them to take any carefully managed risks. This does fully support children to gain a good awareness of their own capabilities.

Staff establish very strong partnerships with other professionals and providers. They gather key information from previous carers, including any individual educational plans or reports from professionals, such as speech therapists. Staff visit the schools and settings that children are moving to, taking photographs of significant places, such as classrooms and outside areas. They share these with the children to help them to emotionally prepare. Staff also invite school teachers in to the nursery environment where children feel comfortable and feel secure. Leavers' reports accurately summarise children's achievements and next steps in learning. Staff share these with parents and new providers. This helps all adults involved in children's learning to provide consistency and support their smooth moves between settings.

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

Leadership and management of the nursery is inspirational. The standard of practice throughout the nursery is extremely high and all children receive an exceptional early years experience. This is because the manager monitors the educational programme closely to ensure children make excellent progress. She also is highly effective in monitoring staff practice through supervision and meetings, quality audits and regular observations of practice. The area manager of the organisation delivers regular in house training to provide continuous professional development. For example, staff regularly attend training on the Montessori approach. They learn how to provide an environment that allows children to make choices and develop their independence. All staff implement their training well and, because of this, children develop excellent self-help skills. Regular team meetings help staff to share their expertise and to gather ideas for future activities and experiences for children. Staff also attend cluster meetings with other practitioners and settings to share good practice.

There are robust strategies to safeguard children. Staff are fully aware of the procedures to follow if they have a concern about a child. The area manager regularly meets with staff to remind them of their roles and responsibilities to protect children. She also undertakes audits of the safeguarding arrangements. The manager and staff implement the nursery's procedures rigorously. For example, all staff and visitors place their phones in a lockable safe in the manager's office to abide by the mobile phone policy. Thorough risk assessments and daily safety checks, indoors and outdoors, enable staff to minimise

potential hazards. This helps to maintain high standards of safety and security for all children. The management team follow robust vetting and recruitment procedures to check the suitability of staff.

Self-evaluation is an integral part of nursery life and includes staff, children, and parents. The manager accurately identifies the strengths of the nursery and areas for further development. She does this by gathering information from quality audits, staff meetings, parent's questionnaires and comment slips, and previous inspections. Recent improvements include the implementation of highly effective systems to gather information from parents with regard to children's learning at home. This is significantly helping to improve the effectiveness of educational programme and the consistency in children's learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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

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|------------------------------------|----------------------------|
| Unique reference number | EY259953 |
| Local authority | Surrey |
| Inspection number | 833165 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 46 |
| Number of children on roll | 50 |
| Name of provider | Penates Properties Limited |
| Date of previous inspection | 16/03/2009 |
| Telephone number | 01483 236332 |

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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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