

Christopher Robin Day Nursery

Elmdon House, 116 London Road, Guildford, GU1 1TN



Inspection date

9 November 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Not applicable

Effectiveness of the leadership and management

Good

2

Quality of teaching, learning and assessment

Good

2

Personal development, behaviour and welfare

Outstanding

1

Outcomes for children

Good

2

Summary of key findings for parents

This provision is good

- Managers are passionate about their roles and have a good understanding of the setting's strengths and areas for development. They continually drive improvement.
- Staff provide a very good range of activities and learning opportunities. They have a good understanding of children's individual learning styles. Planning is highly effective and takes accounts of children's interests and next steps in learning.
- Staff are excellent role models who engage respectfully with children and encourage them to develop high levels of respect and consideration for one and other. Children demonstrate that they feel extremely happy and safe in the nursery.
- Parents speak highly of the care and education children receive. They welcome frequent information about their children's progress and ideas on home learning. Parents value the opportunities available for their children to participate in French lessons to help them learn about the wider world.
- The nursery staff have good partnerships with other settings children attend. This helps to support consistency in children's care and learning.

It is not yet outstanding because:

- Staff do not take every opportunity to support and challenge young children in their play and use language to develop their emerging communication skills.
- At lunchtime, older children spend a great amount of time waiting to wash up their plates before eating their pudding. This does not help to maintain their focus and engagement in their learning.

What the setting needs to do to improve further

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

- extend staff interactions with younger children to further encourage them to challenge children's learning and develop their communication skills even more
- revise the lunchtime routine to minimise the time older children are left waiting.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's care and learning.
- The inspector carried out joint observations with the manager and discussed children's learning.
- The inspector sampled a range of documentation, including staff suitability, qualification and training details, children's development records, and accident records.
- The inspector discussed self-evaluation with the manager.
- The inspector spoke with one parent and sampled parental questionnaires to take account of their views.

Inspector

Janet Thouless

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of the safeguarding procedures to follow to help protect children's care and welfare. The nursery uses robust recruitment and induction procedures to help ensure staff are suitable to work with children. Staff's ongoing suitability is checked regularly. Managers monitor the quality of practice and quickly identify areas they wish to develop further. For example, they have explored ways to support the play and learning of two-year-olds. Overall, managers confidently coach, support and train staff to improve their teaching practice effectively. Staff rigorously assess the environment for potential risks to safeguard children.

Quality of teaching, learning and assessment is good

Staff engage children in a wide range of well-planned learning opportunities. Staff challenge and involve older children well in storytelling. For example, older children act out parts of the story and take on the roles of characters, developing their communication skills as they share their ideas and opinions. Staff use dinosaur interest trays which include foliage, to help capture and support the imaginative play of boys. Staff provide good opportunities for children to be creative and use their senses as they experiment with various materials, such as paint, flour and rice. Older children develop a love of writing and use pens and paper as part of their play. Staff support children's mathematical development. For example, they help all children count and identify shapes and colours in sand play.

Personal development, behaviour and welfare are outstanding

All children, including young children, form extremely secure attachments with their key persons and other staff. Staff use family photograph boxes to help young children settle. Older children proudly talk about their family photographs and excitedly share home events with their friends, which creates a truly inclusive environment. Staff are thoughtful, show kindness to children and help them to develop high levels of self-assurance and emotional well-being. For example, babies approach staff for comfort and reassurance, and older children confidently negotiate to take turns in the use of equipment. There are excellent opportunities for children to learn about how other people live and to celebrate differences; for example, as they learn about Diwali.

Outcomes for children are good

Children successfully gain skills they need to move on to the next stage of their learning or school. They develop strong physical skills and enjoy taking part in challenging activities, such as negotiating a roadway using wheeled toys in outdoor play. Babies are confident in moving around independently and learn that interactive toys create lights and sounds when they touch or push buttons. Children benefit from an excellent range of exciting resources that challenges them effectively. For example, they sell fresh fruits and vegetables in their farm shop.

Setting details

Unique reference number	EY489917
Local authority	Surrey
Inspection number	1017320
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	64
Number of children on roll	102
Name of registered person	Penates Properties Limited
Registered person unique reference number	RP523111
Date of previous inspection	Not applicable
Telephone number	01483 443100

Christopher Robin Day Nursery registered in 2015. It is part of the Christopher Robin Day Nursery Group, which owns five other registered settings within the Surrey area. The nursery is open for 51 weeks of the year, Monday to Friday, from 8am to 6pm. It is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs 16 staff, 13 of whom hold recognised early years qualifications. The nursery combines the Montessori teaching principles with a play-based curriculum.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

