

Inspection of Christopher Robin Day Nursery

The Vicarage, Burpham Lane, Guildford, Surrey GU4 7LZ

Inspection date: 11 August 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the inviting home-from-home nursery. Staff respond to the unique care needs of each child, with kindness and care. Babies develop close bonds with staff. Where younger children need extra reassurance as they settle, staff readily offer cuddles and the close comfort some younger children need. This helps children build confidence and curiosity about their surroundings. For instance, babies explore soft foam blocks as staff encourage them to experiment with what they can build. Staff teach children the importance of good social skills. They model good manners, kindness and courtesy. Overall, children behave well.

Children benefit from a well-rounded curriculum, which motivates their learning. Leaders recognise the skills they need to prioritise to help children prepare for their transition to school. For example, independence, confidence and a resilient, can-do attitude are woven throughout the nursery's ethos. When learning is more challenging, children persevere and keep on trying as they successfully master new skills. For instance, as toddlers transfer water from jugs to smaller cups, staff help children develop their physical coordination and control. The promotion of communication and language is a particular strength of the nursery. Staff model language, teach new vocabulary, ask questions and encourage children to engage in conversations, which contribute to the good progress children make in their speaking skills.

What does the early years setting do well and what does it need to do better?

- Staff promote children's independence well. Children learn routines that help them to be independent, in age-appropriate ways, from the outset. For instance, babies learn how to wipe their hands and faces after mealtimes. Toddlers take responsibility for tidying away self-chosen activities after they have finished. Pre-schoolers learn how to self-serve foods at mealtimes and tidy away plates, cups and cutlery, managing these routines confidently. Staff recognise the value these skills have for children, including in readiness for their move to school, when the time comes.
- Leaders and staff work well together. There is a shared vision for children to benefit from high-quality care and learning experiences that lay good foundations for future learning. Children benefit from activities and learning experiences that build on their knowledge and skills. Staff plan with children's interests in mind to ensure that children remain engaged and motivated to learn. However, sometimes, staff do not fully consider what children need to know next within activities, to help them tailor their teaching and broaden learning, to enable children to achieve at the highest levels.
- Staff place an emphasis on creating a strong connection with the local

community. For instance, children take trips in the local area and staff invite professionals in to talk to children to expand their knowledge of 'those who help them'. Children enjoy learning about the natural world. For example, they plant, grow, tend and harvest plants within the garden as staff teach them about growth and change. These valuable experiences help children feel part of their local community and help them understand the world around them.

- Staff develop good relationships with local schools so that transitions from the nursery to the school support older children well. Staff help children and their families to make visits to schools and invite teachers to visit children at nursery. Leaders use these links to help understand what skills and knowledge children need in readiness for their move to school. These links help to support continuity in children's learning and development.
- Parents speak positively about the nursery. They say that communication between staff and parents is good. Parents like the plentiful opportunities children have to be physically active outdoors. Staff take the time to get to know children and families. They regularly share updates about children's progress and suggest activities parents can do with their children at home.
- Overall, children's behaviour is good. However, sometimes, staff are inconsistent in helping children understand expectations around their behaviours. Sometimes, when older children struggle to follow instructions, staff do not make the most of these opportunities to reshape children's learning. Furthermore, during some times when pre-schoolers have minor disagreements, staff do not fully consider how to help children to resolve these independently and amicably to build on their social skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help staff to focus more sharply on the learning intent when planning activities to help tailor teaching that more precisely builds on children's knowledge and skills
- support staff to consistently apply shared behaviour approaches to help older children recognise expectations and confidently manage small disagreements with their peers independently.

Setting details

Unique reference number	119993
Local authority	Surrey
Inspection number	10408176
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	50
Number of children on roll	71
Name of registered person	Penates Properties Limited
Registered person unique reference number	RP523111
Telephone number	01483 454757
Date of previous inspection	28 January 2020

Information about this early years setting

Christopher Robin Day Nursery registered in 1994 and is situated in Burpham, Surrey. The nursery is open Monday to Friday, from 8am to 6pm, for 51 weeks of the year, excluding bank holidays. It combines the Montessori teaching principles with a play-based curriculum. A team of 19 members of staff work with the children. Of these, 13, including the manager, hold an appropriate early years qualification ranging from levels 3 to 6. The nursery provides government-funded early education for eligible children.

Information about this inspection

Inspector
Tara Naylor

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector observed the quality of education being provided, indoors and outside, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children spoke with the inspector during the inspection.

We carried out this inspection 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.

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