

Inspection of Christopher Robin Day Nursery

Parsonage Road, Cranleigh, Surrey GU6 7AN

Inspection date: 30 May 2024

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 arrive and settle quickly at the nursery. Staff develop positive, nurturing relationships with the children to help them feel happy, safe and secure. They achieve this by spending time with children to get to know them well. This provides essential knowledge to staff, so they know what they need to teach, which is based on what children already know, remember and can do. This helps build on children's existing knowledge, so they make good progress in their learning and development.

Staff provide purposeful learning opportunities, so children have exposure to a balanced curriculum. For example, pre-school children test out their own predictions when engaging in colour-mixing activities. When their predictions are not correct, they do not give up and keep testing out their ideas. Children show positive attitudes to learning as staff encourage them to keep trying. This contributes towards building children's resilience and problem-solving skills. Staff teach children the physical skills that are required, so they can be independent. Children demonstrate confidence as they dress themselves, navigate obstacle courses, pour drinks and use knives to butter their own crackers. This helps children develop confidence in their own abilities.

Staff provide a variety of rich language experiences to build on children's growing range of vocabulary. For instance, staff sing and narrate words that are linked to babies' play. Babies' hear words such as 'crunch' and words from songs, such as 'Old McDonald had a farm'. They show curiosity and delight while exploring textures, crunching flakes in a tough tray, and they attempt to name the toy animals that they play with. This supports babies to make connections in their learning.

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

- The manager and the leaders have a clear strategic vision about what they want children to achieve during their time at the nursery. They accurately self-evaluate the effectiveness of the care and education that is provided to children and recognise areas of development to drive continuous improvement. They have identified the residual impact of COVID-19 on children's learning and development, specifically on children's language and fine motor skills. The manager works with her team to actively take steps to reduce this.
- All children have a key person who is responsible for overseeing their care, learning and development. Although staff implement activities well, not all staff have a full understanding of the intent of the activities they plan for children. Despite this, children demonstrate they are making good progress in their learning and development.

- Staff show a genuine interest in the children and praise their efforts when they give things a go. Staff work hard to help children achieve their personal potential. Children with special educational needs and/or disabilities receive timely intervention to help them catch up. This prepares children well, so they are ready for their next stage of learning. Occasionally, some staff do not provide enough thinking time for children when they ask them questions. This means some children do not have the time to respond, prior to adults moving on to the next question.
- Staff use a variety of good teaching methods to help capture children's attention and help sustain their concentration. For example, staff use puppets and picture cards during a group time to engage children in discussions about the nursery rules. Children behave well as they listen to one another. They resolve their own minor altercations and respond to questions to demonstrate their understanding of why the rules are in place. This helps children learn about expected behaviours to keep everyone safe.
- Currently, staff are supporting children with all aspects of their behaviour and teaching them about feelings. This is part of the work staff are doing to develop children's understanding around feeling emotionally safe. Staff use stories, such as the 'Colour Monster', to engage children in discussions about how they feel. Staff teach children about aspects of personal safety. However, this does not include age-appropriate work around staying safe online.
- Staff support children as they show fascination while watching a bee among the flowers in the garden. Staff identify this spontaneous learning opportunity to ask children questions about what they know. Children respond confidently to friends in the small group that bees collect nectar to make honey. Staff show genuine interest and value children's contributions. Using recall helps children to securely embed their growing knowledge as well as learning about the wider world.
- Managers and staff build strong relationships with parents and encourage them to share information about their children. Effective partnership working supports children's learning and development well.

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:

- support staff to have a more precise understanding of the intent behind activities
- provide children with the time they need to think and respond when staff ask them questions

- enhance the arrangements to help children learn about personal safety to equip them with age-appropriate knowledge about staying safe online.

Setting details

Unique reference number	119992
Local authority	Surrey
Inspection number	10350835
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	0 to 5
Total number of places	51
Number of children on roll	68
Name of registered person	Penates Properties Limited
Registered person unique reference number	RP523111
Telephone number	01483 277050
Date of previous inspection	3 September 2018

Information about this early years setting

Christopher Robin Day Nursery registered in 1998. It is located in Cranleigh, Surrey. The nursery employs 19 members of childcare staff. Of whom, 11 hold relevant childcare qualifications between level 3 and level 6. The nursery opens all year round, from 8am to 6pm, Monday to Friday. The nursery combines the Montessori teaching principles with a play-based curriculum. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sherrie Nyss

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector conducted a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact that this has on children's learning.
- The inspector spoke with staff and children at suitable times during the inspection.
- A joint observation was completed and discussed with the manager.
- The inspector held a discussion with a director and the manager in relation to the leadership and management of the nursery.
- The inspector looked at relevant documentation, such as evidence of suitability and vetting checks, child protection policy and first-aid certificates.

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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