

Christopher Robin Day Nursery

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



Inspection date	22 July 2019
Previous inspection date	7 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager provides strong leadership to the staff team. She works closely with staff, parents and children to review the provision and make improvements that benefit all children.
- Staff are good role models and provide children with positive ways to express their feelings. Children display good manners at all times and show kindness and consideration to their friends.
- Staff have strong relationships with parents. They constantly share detailed information on children's progress and suggest targeted activities for parents to support children's learning at home.
- Staff are deployed well and supervise children vigilantly indoors and outdoors. Children move around the learning environment with great purpose and become fully engrossed in what they are doing.
- Staff meet the children's emotional needs well. Children settle quickly as they separate from their parents and are very happy throughout the day.
- Staff complete detailed assessments of children's progress and work hard to encourage parents to share learning from home. All children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), make good progress from their starting points.
- The management team follows robust recruitment procedures to ensure the suitability of those they employ to work with children. New staff receive a thorough induction and have a buddy to help them understand their new roles and responsibilities.
- On occasions, staff in the toddler and pre-school rooms do not organise routines and learning experiences as well as they could, to make sure all children have opportunities to engage, take part and benefit fully from the activities on offer.
- At times, staff in the baby room do not use all opportunities to fully extend children's learning, in particular to build on children's developing vocabulary even further.

What the setting needs to do to improve further

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

- consider children's routines and learning experiences in the toddler and pre-school rooms, to make sure all children have opportunities to engage, take part and benefit fully from all of the activities on offer
- make full use of opportunities to extend the learning of babies, in particular to build on their vocabulary to ensure they make the best possible progress.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, director, provider, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team and all staff understand their responsibility to safeguard children. They know what to do if they have concerns about a child's welfare. The management team provides good support for staff to develop their professional skills. For example, the manager supports staff with regular one-to-one meetings, sets clear targets to improve and encourages staff to complete early years qualifications that benefit children. The management team monitors the progress of all children in order to identify where children may need additional help. They work closely with other professionals and provide very good support for children with SEND to help them catch up with their peers.

Quality of teaching, learning and assessment is good

Staff provide a wide range of activities that link with children's current interests. For example, pre-school children eagerly look at a treasure map. They work together and demonstrate good negotiation skills, matching up objects that relate to a pirate ship for example. Children walk the plank, and show good balancing skills. They hunt for treasure and staff use opportunities such as these to support children's mathematical development, including counting and learning to recognise written numbers. Children learn to cooperate with one another, such as when they share ideas in their role play. For example, they work together as a team to construct a house, confidently transporting construction blocks across the classroom. Children practise new skills and learn to use tools for a purpose. For instance, they transport soil and water using resources such as ladles. They mash and stir and investigate changing textures with genuine interest.

Personal development, behaviour and welfare are good

Parents comment they know their child's key person well and can also approach any member of the staff team to discuss their child's progress, care and learning needs. Staff encourage children to develop their independence. For example, older children learn to dress themselves; they look in the mirror and blow their noses. They help to keep the environment safe, such as using a dustpan and brush to sweep up after their play and understanding that this is to prevent trips and slips. Toddlers wash their hands with little prompting and confidently pour their own drinks. Children develop good physical skills and challenge themselves during play outside. For example, they competently climb up and over apparatus and negotiate space around them. Babies learn to move in different ways, such as crawling through tunnels. They enthusiastically join in with favourite nursery rhymes and copy actions to some songs.

Outcomes for children are good

All children acquire skills they need to continue their successful learning at school. Older children learn to write their name. They learn to follow behavioural expectations and display good levels of listening and attention, in particular when discussing ideas as part of group activities. Babies and toddlers use tools, such as brushes and tongs. This helps to develop their small-muscle movements in preparation for early writing.

Setting details

Unique reference number	EY259953
Local authority	Surrey
Inspection number	10108546
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	46
Number of children on roll	70
Name of registered person	Penates Properties Limited
Registered person unique reference number	RP523111
Date of previous inspection	7 October 2014
Telephone number	01483 236332

Christopher Robin Day Nursery 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 opens from 8am to 6pm for five days a week, all year round, excluding bank holidays, Christmas and New Year. There are 16 members of staff employed at the nursery, eight of whom hold an appropriate early years qualification at level 3 or above.

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