

# Inspection of Christopher Robin Day Nursery

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

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Inspection date: 19 March 2025

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Staff warmly greet children as they arrive. Children show that they feel safe and secure with staff. They clearly know the high expectations that staff have for them; finding their names and storing their belongings confidently at the start of the day. Staff pay extra attention to children who are unsure. For example, they bring out their familiar comfort items to help them settle in. Staff offer good support for children's emotional well-being.

Leaders and managers plan an effective curriculum that builds on what children already know and can do. For instance, they focus on supporting children to be independent. Staff encourage babies to try and use face cloths and younger children to pour their own drinks. They support older children to be ready to move on to the next challenge in their education. For example, they encourage children to want to try new activities and explore new resources. Children demonstrate they have resilience and keep on trying, such as to unlock small padlocks with keys. They beam with delight when they achieve their goals.

Across the nursery, children behave well. Staff are positive role models for children and support their learning effectively as they play. For instance, staff encourage children's confidence by allowing plenty of time to practise skills. They build on children's self-esteem well.

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

- Staff provide children with an enabling environment that supports their ambitious curriculum. For instance, older children practise their fine motor skills as they use tweezers to transfer pom-poms. This helps to build the muscles that children need to hold a pencil to write with. Staff understand how children learn and use this to plan activities to support children.
- Staff know the children they care for well. They notice what children are interested in. This helps them to fine-tune the support they offer for children's learning. For instance, staff encourage younger children to colour-match and name colours as they look at rainbows and bricks. Staff offer them praise, which helps to keep children excited to join in.
- Children benefit from a range of resources and activities that staff provide to support their learning. Staff support children's learning through positive interactions. For instance, babies enjoy a tea party with staff. Staff role play making toast and pretending this is hot. Babies show they enjoy these interactions and laugh with staff as they play. Staff offer babies a warm and nurturing environment to play and learn in.
- Staff read books with children regularly in small groups. Children snuggle in to staff as they share stories and explore different books. For instance, babies

enjoy peeping under flaps to find animals. They giggle as they find the jumpy frog. Older children listen attentively to stories about keeping themselves safe. Staff support children to develop a love of books and reading.

- Overall, teaching is good. Staff offer plenty of opportunities for children to develop new skills and the time to practise them. For instance, they can freely access activities to support and develop their independence in all rooms. Occasionally, however, staff do not notice when quieter children need more encouragement to join in. This means some children do not fully benefit from planned teaching.
- Staff support children to develop an understanding of good health and hygiene. For example, they encourage children to be physically active at the start of the day through 'wake up and shake up' activities. Staff are enthusiastic role models for children, who show they enjoy this energetic activity. However, at times, staff do not consider how to build on children's learning and thinking skills further. For instance, occasionally, they step in to solve children's problems for them. This does not fully support children to think critically for themselves.
- Staff have regular opportunities to develop their skills and knowledge to support children's learning. They comment on the positive support they have from leaders and managers, which helps them to feel confident in their roles. Staff report that they feel valued and appreciated.
- Staff build positive partnerships with parents and external professionals who support their children. Parents comment how well staff communicate and share information about their children. This supports high levels of continuity for children's care and learning.

## 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 help them to notice when quieter and less confident children need more encouragement to join in with activities
- enhance teaching strategies to further extend children's learning and problem-solving skills.

## Setting details

<b>Unique reference number</b>	EY259953
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10388649
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Penates Properties Limited
<b>Registered person unique reference number</b>	RP523111
<b>Telephone number</b>	01483339406
<b>Date of previous inspection</b>	22 July 2019

## Information about this early years setting

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 and the period between Christmas and New Year. There are 16 members of staff employed at the nursery, 11 of whom hold an appropriate early years qualification at level 3 or above.

## Information about this inspection

**Inspector**  
Emma Dean

## Inspection activities

- The managers joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector talked to the staff and children at appropriate times during the inspection.
- The inspector and managers completed two joint observations.
- A meeting was held between the inspector, the provider and the two managers. The inspector looked at relevant documentation, including evidence of the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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