

Inspection of Christopher Robin Day Nursery

Elmdon House, 116 London Road, Guildford GU1 1TN

Inspection date: 3 October 2023

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

There is a nurturing, friendly and sociable atmosphere at this nursery. Children arrive happily, and staff greet them warmly. Staff value children as unique individuals and are immediately attentive to their needs. They know children well and provide a wide variety of resources that capture their interest and imagination. Consequently, children are curious and keen to take on challenges. For example, older children build on their stamina as they position planks of wood across tyres and crates to create an obstacle course. They practise their coordination and balancing skills as they enthusiastically make their way over the natural resources.

Staff are good role models. They are polite in their interactions with children, who in turn demonstrate the same to their peers. Children show respect to their friends and play cooperatively alongside each other. All children demonstrate a positive attitude towards learning. For example, babies roll balls to their peers and staff, which helps to build on their developing relationships with others. Toddlers excitedly collect leaves from the garden. They enthusiastically dip them in paint and show delight as they explore the marks they are making. Older children show an enjoyment of creative arts and express themselves through their drawing and artwork.

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

- Staff accurately assess children's development and know what they want children to learn. As children engage in their activities, staff in the pre-school room introduce new words in context, such as 'detergent'. Staff working with babies and toddlers model some words and provide a narrative as children play. However, not all staff working with younger children plan precisely enough to ensure they consistently focus and build on children's developing vocabulary and language skills.
- The manager has an ambitious vision for the nursery. Staff comment that they feel valued and say the manager supports them highly effectively. They appreciate opportunities to complete higher-level qualifications and value staff training days to help build on their skills and knowledge. The manager recognises that continued support and coaching for staff is required to ensure high-quality planning and that the teaching of children's vocabulary and language development is consistent across the nursery.
- Children's independence is nourished from a very early age. For example, staff encourage children to manage things for themselves, such as washing their hands and plates, pouring their own drinks and peeling their own fruit. This helps to build on the skills children need in preparation for school.
- Children are developing an understanding of healthy lifestyles. They discuss the importance of eating healthy food as they engage in pretend play. The well-

resourced outdoor play area provides children of all ages with ample opportunities to enjoy regular exercise. For instance, babies dig in the sand and delight in exploring their senses. Their older peers enjoy riding balance bikes, climbing and playing games with their friends.

- Staff act as good role models for children's behaviour. They always take children's thoughts and feelings into account. Children are polite and show good manners. They use kind words, such as 'please' and 'thank you', when engaging in play with their peers.
- Staff support children to make good progress in their early mathematical skills. For example, toddlers build towers and use numbers in their play. Older children show an understanding of positional language and illustrate this as they describe how their trains are moving over and under bridges.
- Respect and individuality are rooted throughout this nursery. Staff embed children's diverse festivals and celebrations into daily activities. Children delight in looking at their family photographs with their friends. This supports their self-esteem and sense of identity highly effectively.
- Staff work closely with families and a range of health professionals to ensure that they consistently support children's care and welfare needs. Parents say they feel involved in their children's learning and value the regular information they receive about their children's ongoing progress. They comment positively on the stay-and-play sessions, which give them opportunities to share information on children's achievements and interests at home. This helps staff provide a personalised experience for all children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an in-depth understanding of child protection issues and continually update their safeguarding training. Staff promptly refer concerns on to the relevant agencies to keep children safe from harm. They carry out stringent risk assessments to promote children's health and safety. Children learn to assess risks during activities and approach risks and challenges with confidence. Staff are deployed well and closely supervise children to promote their welfare. Robust recruitment and induction procedures ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- continue to support staff, particularly those working with younger children, to plan, focus and build more consistently on children's developing vocabulary to help all children make the best rates of progress in their language development.

Setting details

Unique reference number	EY489917
Local authority	Surrey
Inspection number	10289058
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	64
Number of children on roll	70
Name of registered person	Penates Properties Limited
Registered person unique reference number	RP523111
Telephone number	01483 443100
Date of previous inspection	9 November 2017

Information about this early years setting

Christopher Robin Day Nursery registered in 2015. It is part of the Christopher Robin Day Nursery Group, which owns five other registered settings in the Surrey area. The nursery is open for 51 weeks of the year, Monday to Friday, from 8am to 6pm. The nursery provides funded early education for three- and four-year-old children. The nursery employs 13 staff. Of these, nine hold an appropriate early years qualifications at level 3 or above, including one at level 6. The nursery combines the Montessori teaching principles with a play-based curriculum.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- The inspector observed the implementation of the curriculum during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Several parents shared their views through discussion and written comments during the inspection, and the inspector took account of all feedback received.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and area manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout 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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