



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119994

DfES Number: 521089

INSPECTION DETAILS

Inspection Date 11/02/2004
Inspector Name Deborah Jaqueline Newbury

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Christopher Robin Day Nursery
Setting Address Horseshoe Lane East
Merrow
Guildford
Surrey
GU1 2TU

REGISTERED PROVIDER DETAILS

Name Christopher Robin Day Nursery

ORGANISATION DETAILS

Name Christopher Robin Day Nursery
Address 31 Claremont Avenue
Woking
Surrey
GU22 7SF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Christopher Robin Day Nursery at Merrow is one of five privately owned day nurseries. The nursery at Merrow opened in 1993. It operates from a purpose-built single storey building set within the grounds of St. Peter's R.C. Secondary School at Merrow. Children are accommodated in four age related base rooms. There are appropriate toilet, nappy change and kitchen facilities. There is also a fully enclosed outside play area. Meals are prepared at the nursery's Wood Street site and delivered to Merrow. The nursery serves families from the local community and surrounding areas.

There are currently 53 children, aged from 0 to 4 years, on roll. This includes 12 funded three year olds and 3 funded four years olds. Children attend for a variety of sessions. The setting makes provision for children with special needs and/or who speak English as an additional language.

The nursery opens from 08.00 to 18.00 five days a week (Monday to Friday) all year round excluding Christmas and Bank Holidays.

Fourteen members of staff work with the children. Ten members of staff have a recognised early years qualification. Seven members of staff are on training programmes for NVQ Level 2 and 3. All members of staff hold a current first aid certificate. The setting receives support from the Early Years and Childcare Service (EYCS). The nursery embraces the Montessori philosophy.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Christopher Robin Day Nursery provides good quality nursery education. It enables children to make very good progress in personal, social and emotional development, communication, language and literacy, mathematics and knowledge and understanding of the world. They make generally good progress in physical and creative development.

Teaching has many strengths. Staff are very clear about what they want children to achieve from the various activities provided and use effective questioning techniques to encourage children to think. Topics are varied and interesting. Resources are organised well to enable children to self-select and tidy away afterwards. Staff work alongside children and skilfully encourage and support their learning especially when working with individual children. Staff encourage children's good behaviour and foster a strong sense of care and respect. Staff plan across all six areas of learning and undertake observations of children's achievements. These are shared with parents. The nursery has recently revised its system of observation and assessment to track children's progress through the stepping stones.

Leadership and management is very proactive. There is a strong commitment to the continued development and improvement of the setting's educational provision and the nursery has worked very hard to develop its system of planning to link into the stepping stones. Training is actively encouraged and in-house training is provided.

Partnership with parents is very good. Parents receive good quality information about the nursery and its educational provision. They are kept well informed about their children's progress and achievements, both informally and formally. Staff spend time talking to parents and build good relationships with them.

What is being done well?

- Children's personal, social and emotional development is a strength of the nursery and staff nurture this well. Children establish good friendships and show concern for others. They are curious and interested, for example as they examine the photographs on the "Families" display and talk about who the pictures are of and what they are doing. Children are encouraged to do things for themselves and thus gain very good independence and self-help skills. They understand the need to take turns with resources and wait patiently until others have finished with the item they wish to use.
- The nursery values the partnership it has with parents and actively seeks to work in partnership with them. Parents are offered very good opportunities to be involved with their children's learning. They receive information about the Foundation Stage curriculum and the nursery provides them with details of how its Montessori curriculum links into this. Parents are given a copy of the plans for each month together with details of the songs and books staff are

intend introducing to children. They receive a copy of staff's observations of children's achievements each month and are invited to parents' evenings.

- Staff communicate well with children and use good questioning techniques. They check children's recall and understanding, for example during storytime and cookery sessions.
- Staff make good use of opportunities that arise to encourage children to engage in problem solving activities and thus promote their understanding of mathematical concepts.

What needs to be improved?

- further opportunities for children to explore and develop imaginative play through character role play and develop climbing and balancing skills

What has improved since the last inspection?

Two areas for attention were identified at the previous inspection. These related to finding more effective ways of managing the transition from one activity to another and from indoors to outdoors to avoid children waiting for long periods of time and finding more ways for children to record their observations. The nursery has made good progress in addressing these issues. The nursery day is well organised and flows well. Staff deployment is good. As a result, children are not kept waiting for the next activity to start. Children are encouraged to record their observations and thoughts through such means as their art books and the "group" books that children and staff work on together. Wall displays of children's work also provide evidence of this.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with staff and other children within the setting. They are well motivated and show good levels of concentration and involvement in self selected activities. They develop very good self-help and independence skills and treat resources with care. Children understand the concepts of turn taking and sharing and do this well. Behaviour is generally very good. Children are familiar with the nursery routine and follow this well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy stories and explore books independently. Their spoken language is developing well. They communicate with others, ask questions, negotiate turns and express ideas. Many children recognise their written name and some recognise those of their peers. They engage in many activities requiring hand/eye co-ordination and develop skills needed for writing. Children make marks and some write their names using recognisable letters. They link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show confidence with numbers - they recognise numerals and use number names correctly. They count for a variety of purposes during the course of the nursery day and do this well with many children counting confidently to 10. They explore shape, space and measure and engage in many sorting and matching activities. They make comparisons about size and use appropriate descriptive language. Children gain an understanding of how numbers work through problem solving exercises.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children participate in a good range of activities that allow them to explore and investigate. They enjoy cookery activities and are encouraged to talk about changes that occur. They learn about the wider world, cultures and beliefs through planned activities and free access to a very good range of resources within the room. Children find out about everyday technology and learn to operate different equipment competently. They talk about past and present events with their peers.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and safely. They have good spatial awareness, especially when moving around outside in the presence of younger children. They investigate different ways of moving but it is not evident that sufficient attention is given to ensuring children develop climbing and balancing skills. Children gain an understanding of their physical well-being. They handle a wide range of tools, equipment and materials competently and with increasing control and develop good fine motor skills

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children recognise and name a range of colours with some children describing these in terms of shade. They use their senses to explore an interesting range of media and materials. Children are encouraged to use these feely and express their own ideas. Children's artwork is valued. They enjoy singing and music and movement sessions. Children show interest in imaginative play but staff miss opportunities to encourage and extend this, for example through character role play.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- continue to develop assessment records
- extend opportunities for character role play activities and ensure that attention is given to ensuring children develop balancing and climbing skills

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.