

Christopher Robin Day Nursery

Parsonage Road, Cranleigh, Surrey GU6 7AN



Inspection date	3 September 2018
Previous inspection date	14 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

The provision is good

- Children develop high levels of independence skills, understanding how to stay safe and enjoy many opportunities to use their physical skills inside.
- The well-qualified staff work well together as an effective and enthusiastic team and have a good understanding of how children learn through play.
- Children behave well. Staff are consistent in their approach and give children gentle reminders to help them to learn. For example, they encourage children to be kind and include others in their play. This promotes their emotional well-being.
- The manager monitors groups of children's progress regularly. This means that she quickly identifies where some children may need additional support. Targeted support helps all children make good progress.
- Children enjoy exploring with different resources and textures. For example, babies use edible paint to make marks on paper and toddlers enjoy sensory play, including exploring sand and water.

It is not yet outstanding because:

- Although children make good progress, not all staff complete children's initial assessments as accurately as possible to help them more precisely identify the progress that children make from their starting points.
- On occasion, some staff miss opportunities to extend on children's early speaking and listening skills. For example, they do not consistently reshape activities to encourage all children to become involved.
- The arrangements for mentoring and developing staff are not yet fully effective enough at helping to consistently raise the overall quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- develop further the use of assessments completed on entry to the setting to help more clearly see the progress that children make from their starting points
- encourage all children to become involved in all activities to enable them to practise and develop their early speaking skills even further
- provide more effective supervision, support, coaching and training for staff to help raise the overall teaching to an even higher level.

Inspection activities

- The inspector observed activities in the main base rooms and in the garden.
- The inspector carried out a joint observation with the manager and checked evidence of staff suitability.
- The inspector looked at relevant documentation, including children's learning records, planning, and staff first-aid qualifications.
- The inspector held meetings with the manager and area manager, and spoke with staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of leadership and management is good

The management team is dedicated and committed to their roles. They use many methods to evaluate their provision, including quality improvement programmes and feedback from parents and children. Safeguarding is effective. Leaders and managers ensure that staff receive regular training so that they know how to protect children's welfare. They follow robust recruitment procedures to help ensure the suitability of all staff working with children. Highly effective partnership working with parents helps keep them well informed of what children have been doing, and enables staff to make suggestions on how they can support learning at home. These positive relationships help to support continuity in children's care and learning. Management and staff have developed effective links with other professionals, including teachers from schools that children will attend. They share important information about children's care, learning and development, to help ease the transition from one setting to another.

Quality of teaching, learning and assessment is good

Staff provide children with a good range of activities and resources to promote their independence and understanding of technology. For example, children use a compact disc player to listen to stories and know that they must press the buttons to make this work. Staff make good use of everyday opportunities to encourage children to develop their mathematical understanding. For instance, during snack they talk to children about the different sizes of the fruit and how many segments there are in their satsuma. Staff encourage the youngest children to develop good physical skills. For example, they use apparatus in the garden and babies pull themselves up to standing on nursery furniture. Resources are easily accessible and children know what is available to play with, indoors and outdoors. Consequently, children are confident to explore within the setting and choose what they want to do and play with. Pre-school children show a good understanding of the wider world in which they live and things they observe within it. For example, they talk about the life cycle of a butterfly.

Personal development, behaviour and welfare are good

Children are happy, well settled and have strong attachments to staff. Staff act as good role models and use a variety of strategies to help children learn about acceptable boundaries in behaviour. For example, they have basic rules, including being kind and considerate to others. Children enjoy healthy meals and snacks, grow their own vegetables and herbs, and have regular fresh air and exercise in the well-resourced garden. Children gain a good understanding about living a healthy lifestyle. Staff place a very good emphasis on encouraging children to be independent. This is evident when children serve their own meals, help to wash up and independently carry out personal care routines.

Outcomes for children are good

Children develop skills that prepare them well their future learning in school. They follow instructions and enjoy recalling their past experiences and events. Pre-school children can count reliably up to 20 and use mathematical language during play. They recognise their written name and use a range of writing materials to make marks and record their

ideas as they play.

Setting details

Unique reference number	119992
Local authority	Surrey
Inspection number	10066236
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	44
Number of children on roll	57
Name of registered person	Penates Properties Limited
Registered person unique reference number	RP523111
Date of previous inspection	14 June 2016
Telephone number	01483 277050

Christopher Robin Day Nursery registered in 1998. It is located in Cranleigh, Surrey. It is open Monday to Friday from 7.30am to 6pm. It also offers half days if required 8am to pm or pm to 6pm. The nursery combines the Montessori teaching principles with a play-based curriculum. There are 14 staff, of whom nine hold relevant childcare qualifications between level 2 and level 4. The setting receives funding to provide free early education for children aged three years.

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