



## Once Upon a Time

Inspection report for early years provision

**Unique Reference Number** EY314234  
**Inspection date** 10 May 2006  
**Inspector** Jennifer Devine

**Setting Address** St. Edmunds Church Hall, 12 Edmunds Close, Hayes,  
Middlesex, UB4 0HA

**Telephone number**

**E-mail**

**Registered person** Lorna Hackland - Crowther

**Type of inspection** Integrated

**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

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## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Once Upon a Time Day Nursery is one of five nurseries owned by a private provider. It opened in 2005 and operates from a church hall at St Edmunds Church in Hayes in the London Borough of Hillingdon. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00, all year round. All children share access to a secure enclosed outdoor play area.

There are currently 13 children from 18 months to under five years on roll. Of these

six children receive funding for nursery education.

The nursery employs four staff, of whom all hold appropriate early years qualifications.

The nursery follows the High Scope curriculum.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is promoted well as staff implement effective hygiene procedures to minimise the risk of infection within the nursery. All staff have first aid certificates and have a sound knowledge of accident recording and administration of medication, which ensures children's well-being. Children recognise the need to follow good personal hygiene routines and know why they need to wash their hands after using the toilet or before eating.

Children enjoy and are well nourished by the healthy and nutritious diet the nursery provides. Children learn about the importance of healthy eating and are offered a choice of fruit for snacks each day. Children's individual dietary needs are well known by staff. They help themselves to drinking water when required and understand the need to drink water particularly in hot weather. For example, children talk about needing to give the body more water when it is sunny because they sweat.

Children recognise the benefits of vigorous exercise and enjoy daily opportunities to participate in activities to develop their coordination and skills, such as playing skittles or when dancing to music. They have many worthwhile opportunities to develop their fine motor skills, such as when using pencils, scissors, sticky tape or staplers.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children move freely and safely around the indoor environment because the staff pay high attention to ensuring risks and hazards are minimised. Staff are vigilant in ensuring children walk safely together to get to the garden area at the rear of the building and once in the garden the gate is securely locked. However, the garden surfacing is lifting which could cause children to trip. Good security devices are in place to protect children's well-being, such as ensuring the front door remains locked at all times. Children learn about the importance of safety when covering topics on road safety or on stranger awareness.

Children move confidently around the nursery, making choices about their play. Space is well organised and used effectively to allow children to be active, engage in floor or table activities and enjoy time to relax and share books in a comfortable environment.

Children's safety is well protected because all staff have a thorough knowledge of child abuse and understand the reporting procedures to follow if concerned about child protection.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at nursery. They arrive happy and confident and quickly settle into the routine making their own choices about play. Staff know children well and have built up secure relationships with them and their families. The nursery follows the High Scope ethos and children play well independently choosing from a range of resources. Staff are close by to offer support and encourage learning further.

Younger children are well supported in their play and development. Staff working with children under three years have a sound knowledge and understanding of child development and make good use of the Birth to three matters framework to support and guide their planning. They provide an exciting and stimulating environment for children to make good all round progress.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit from a well planned curriculum because staff have a good understanding of the Foundation Stage and early learning goals. Staff plan a balanced range of focussed activities together allowing children independence for self chosen play. Staff are skilled at providing an environment where children are encouraged to talk and ask questions to develop their thinking. Staff observe children's development closely and record progress on individual achievement records. Staff are generally aware of providing challenging activities for older or more able children but no records are kept to identify the next steps of learning for individual children.

Children have developed good relationships with each other and familiar adults. They show kindness and consideration to each other as they play together, sharing and taking turns. Children have good opportunities to develop their self help skills and independence, such as serving their own dinner and pouring their own drinks.

Children are becoming confident speakers and are developing their vocabulary. They listen attentively to stories and group discussions. Children enjoy looking at books and understand about turning pages one at a time. They have good opportunities to develop their mark making skills, being able to access a range of writing materials freely.

Children make progress in their mathematical development as they use and recognise numbers to 10 and beyond in their play, such as when counting how many bricks they have used for their models. They are beginning to understand simple addition and subtraction when singing number rhymes.

Children learn about the natural environment when they study plants, looking at

similarities and differences and understanding about how to care for the plants by ensuring they are watered regularly. Children learn about past and present events in their lives and explore their own and other people's cultures. However, they have limited opportunities to learn about the local environment, such as going on walks to the park, shops or to other places of interest.

Children thoroughly enjoy creative activities where they are able to choose from a wide range of resources, such as when making models of snakes and being able to choose whether they want to stick, paint, staple or tape their snakes together. Children's imaginative thinking is developing well as they enjoy and spend long periods of time playing together in the home corner. Children are becoming familiar with sounds and music when they participate in various music sessions, such as using instruments whilst singing.

### **Helping children make a positive contribution**

The provision is good.

Children are valued and respected as individuals and are given appropriate praise and encouragement to enhance their self-esteem and confidence. Children know what is expected of them and confidently talk and remind each other about group rules. For example, a parent handed each child a biscuit as a treat and they reminded each other about the importance of sitting down. Children work together cooperatively, for example, when playing in the home corner they negotiate what they are going to do.

Children learn about themselves and the wider world through planned activities and acknowledgment of various religious festivals. This positive approach fosters children's social, moral, spiritual and cultural development.

The partnership with parents who receive nursery education is good. Parents receive good quality information about the nursery and the planned curriculum. Reports on children's progress are shared regularly with parents. Staff are friendly and approachable and give daily verbal feedback to parents, together with recording information in individual link books to keep them well informed. Parents actively take part in nursery activities, such as when supporting the children in the Chatterbox challenge for charity.

### **Organisation**

The organisation is good.

The leadership and management is good.

Children's care and learning is enhanced by the effective deployment of staff and good leadership and management of nursery education. Children share good relationships with staff that have been thoroughly vetted for their suitability to work with young children.

Staff are knowledgeable about the Foundation Stage curriculum and Birth to three

matters framework and this impacts on the achievements the children make. Detailed policies and procedures are implemented effectively to successfully promote children's care and well-being.

Staff work very well as a team and have clear roles and responsibilities. Regular staff meetings are held to monitor the curriculum and the impact on children's learning. The manager is committed to professional development and actively encourages staff to attend further training.

The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the garden area is made safe

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the opportunities for children to experience more outdoor activities in

the local environment (this applies to care also)

- improve the systems for identifying the next steps of learning for individual children

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