



## Once upon a Time (2-5)

Inspection report for early years provision

<b>Unique Reference Number</b>	139098
<b>Inspection date</b>	17 October 2006
<b>Inspector</b>	Jean Williams
<b>Setting Address</b>	1st Uxbridge Scouts Hut, Rockingham Road, Uxbridge, UB8 2UW
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<b>Registered person</b>	Lorna Hackland
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## 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 nursery has been registered since 1989.

The nursery operates from a scout hut in Uxbridge, close to the town centre. The provision has sole use of the premises during the day.

The nursery is open from 08:00 to 18:00 all year round, with the exception of bank holidays and Christmas eve. The nursery offers full and part time places.

There are two rooms operating from a main hall, which is divided by a large partition. Off the entrance hall the provision has a kitchen, where onsite meals are provided, children's toilets, a nappy changing area, staff facilities and an office. The children have access to outdoor play in two fully enclosed gardens.

The back room caters for 16 children aged two to three years and is staffed by four members of the team. The room leader and two members of staff have relevant child care qualifications. One team member is working towards her National Vocational Qualification (NVQ) level 3.

The front room caters for 26 children aged three to five years and is currently staffed by seven members of the team, who hold various relevant child care qualifications. Five of the team hold qualifications equivalent to a level 3 and the other two members are working towards a level 3 qualification.

In addition to the room based staff, the nursery operates with an area manager, a manager who is supernumary and a deputy who has some key working responsibilities.

The nursery also employs a cook, cleaner, a maintenance manager and provides placements for students.

The provision is registered to provide care for 42 o children. There are currently 36 children on roll who have part and full time places, of those, 20 children are receiving funding. The provision supports children with special educational needs and those with English as a second language.

The setting operates a High Scope method of teaching and has recently been awarded an accreditation from the Pre School learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's health and welfare is well maintained due to the staff's appropriate first aid training and their accurate recording of any accidents that children sustain during their day at the nursery. However, not all entries in the accident records are signed by parents to acknowledge that they have been kept fully informed. All relevant documentation is in place with regard to the administration of medication.

Children have a good knowledge of the need to follow regular hygiene routines. Such as the child who said "we need to wash our hands to get rid of the dirt and the germs". Most areas of the nursery are maintained to an acceptable standard of cleanliness, but some soft furnishings and floor areas require attention.

The kitchen and toilet areas are clean and well ordered, some of the kitchen appliances were not sufficiently clean and maintained. Fresh drinking water in individual, named bottles is readily available and easily accessible to all the children within the nursery.

The setting employs a cook. Menus are planned and meals are prepared on the premises which means that the children benefit from a good variety of nutritious and well balanced food. Children are able to request their favourite meals. Dietary needs and individual preferences are catered for. Such as the child who prefers his pasta bake without a cheese topping. The cook makes a separate one for him.

Children discuss the importance of a healthy diet during meal and snack times. Snacks include fresh and dried fruit. All meal and snack times are sociable. Children know the routine well, they set the table and serve themselves with assistance and encouragement from staff members when needed. Staff eat their lunch with the children.

The nursery has two spacious outdoor play areas. One is a lawned area and the other an all weather safety surfaced area, which means that the children enjoy regular opportunities to benefit from the fresh air when playing in the garden, even if it is wet under foot. They also go for walks in the adjoining park and feed the ducks. Children are developing good gross motor skills through regular activities when they are involved in running and jumping, and while playing with the bean bags and hoops. Through riding the wheeled toys they are accomplishing good steering and pedalling skills.

Children are also developing good fine motor skills when they use cutlery at meal times, as well as the spades when they dig in the sand and the crayons and pencils during their art and craft sessions.

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

The provision is good.

The nursery staff provide a very warm welcome to the children and their parents. The setting is attractively decorated throughout with displays of the children's art work. The nursery rooms are prepared for the children's arrival. Parents bring the children into the setting and settle them at the breakfast table or at their chosen activity.

Furniture and equipment is clean and well maintained. The setting has plenty of low tables and chairs enabling the staff to be flexible in the arrangement of the rooms and play areas. Toys and resources are all stored at low level so that the children are able to self select and make independent choices. The rooms are well laid out, there is plenty of space which means that the children are able to move around freely and safely.

The children benefit from playing in a safe environment. The staff carry out regular risk assessments both inside and in the safely enclosed garden. Entry to the nursery is gained by callers ringing the door bell. There are good strategies in place to ensure that all people entering the premises sign in. Visitors are requested to sign the appropriate book, children self register by placing their photograph on a board and parents also sign their child into the premises. Children practise fire evacuation of the premises on a regular basis which adds to their safety.

Children's safety and welfare is further safeguarded through the staff's clear knowledge of the possible signs and symptoms of child abuse. They are also aware of the reporting procedures to follow to ensure the children's protection.

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

The provision is good.

Children are happy and confident in the nursery. They arrive and quickly settle in to the daily routines. The children are supported to make decisions in their choice of activity through the

plan, do and review programme that the nursery operates. This assists them to make independent choices of activities and to think about what they want to achieve. The staff support the children well, they are kind and caring and are aware of their individual needs. They have knowledge of Birth to three matters and plan with this framework in mind. They provide an interesting and varied day for the children, who have regular opportunities to experience different textures and to experiment. For example, the younger children make their own play dough and the apples that they covered in chocolate. Staff are keen to impart knowledge to the children. They use as many opportunities as they can to encourage children's learning, but, they need to be mindful of the younger children's learning capacity and interest, such as at tea time, when staff want to talk about where the fruit comes from and the children would rather eat it.

#### Nursery Education.

The quality of teaching and learning is good. Staff have clear knowledge of the Foundation Stage of learning, as a result children benefit from and enjoy a wide range of interesting activities. Staff are interested in their roles within the nursery, they work well as a team and support the children well. They plan an interesting and wide range of activities that cover the whole of the curriculum. For example, traffic surveys, making chocolate crispie cakes and using the parachute. Plans are clear and well written, although they do not always indicate the children's intended learning outcomes. Staff evaluate the activities but some times fail to record if the intended learning outcomes have been achieved. Staff use good strategies to encourage the children to think and improve their knowledge. They allow the children plenty of opportunities to experiment and extend the activities offered.

Children are involved in the day to day routines of the nursery such as tidying up and preparing for meal times. They learn to take their turn and share the tasks by being nominated as a "helper" for the day. Children have established good relationships with one another and enjoy each other's company. They show concern and consideration for one another, such as, when a child banged herself whilst playing a group game with the parachute. Children competently share and take turns when playing games.

Children are very confident speakers, they engage readily in conversation with known adults and one another. They enjoy books and are beginning to read familiar stories with staff members during their group time. There is a well equipped writing corner where children enjoy practising their writing skills. They are interested in letters and sounds. They are excited by their achievements when writing their names and show one another saying, "look what I did!"

Children are learning awareness of the time and are showing interest in beginning to solve money problems through using good computer programs, ably supported by staff. Through a variety of practical activities such as cooking and water play, children are learning about weight, volume and capacity. They count during the daily routines such as at meal times, checking how many children are present in their group and if there are sufficient cups and cutlery available for every one.

Children enjoy learning about the natural world during outings to the local park and when feeding the ducks in the stream close by. They compare the different ducks and their colours. The children collect the leaves as well as conkers and acorns which they display on the nature

table. They have regular opportunities to use the computer and are proficient when using the mouse. The children are making links with people in the locality. They were pleased to talk to the community police officer when she passed by, whilst they were playing in the garden. They have also enjoyed a visit from the officers of the local fire station.

Children have good, regular opportunities to express their creativity through role and imaginary play, as well as dressing up. They enjoy making models in the construction area and their art work is displayed around the room which gives them a sense of pride and ownership. Children express themselves freely through paint and collage activities where they learn about texture, shape and colour. Whilst children listen to music regularly and enjoy singing their wide repertoire of songs and rhymes, there is a lack of opportunity for them to make music, as musical instruments are not readily available.

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

The provision is good.

Children benefit from the warm, caring relationships that they have developed with the staff. They are very secure within the nursery due to the care, respect and interest which the staff show them. The nursery supports children with learning difficulties. Staff work closely with parents and any outside agencies who may be working with the families.

The children's behaviour is very good. Staff give good support, positive praise and encouragement freely throughout the day whilst assisting them in their chosen tasks. Staff encourage the children to share and take turns, as well as guiding them to take some responsibility for the daily routines, such as tidy up time when every child is expected to do their share. This raises the children's self esteem and confidence. They learn about themselves and others through the use of good resources that provide positive images and points for discussion. Children's awareness of the wider world is also raised through discussing and celebrating a variety of festivals throughout the year.

The nursery staff have formed very good relationships with parents which contributes to the well being and continuity of care for the children. Parents are kept informed of their children's achievements, activities and developmental progress through daily verbal feedback, and the use of weekly link books. Parents also write in the link book which means that the staff are kept informed of any changes. The nursery issues regular newsletters and holds social events for the children and their parents such as a Halloween party and a Bonfire Night celebration. Formal evenings are also held when parents are invited to talk to key workers about their child's developmental progress. Comments from parents indicated that they are very happy with the service provided by the nursery.

### **Organisation**

The organisation is good.

Leadership and management is good. The manager of the nursery supports the staff well. She holds regular staff meetings and has effective communication systems in place, such as a daily message board to ensure staff are kept informed. The manager is proactive in developing the

skills of the senior staff group through delegating areas of responsibility to ensure the smooth running of the nursery in her absence. There are areas of development within the nursery that the manager is keen to pursue. She has an action plan in place.

The nursery staff have been vetted to make sure that they are suitable to work with the children. They have built up a good relationship with them, they provide a happy, welcoming environment where the children are able to feel comfortable, confident and able to learn. Staff members are aware of their roles and responsibilities and they work well as a team. Documentation is in order as required which ensures that the children's safety and welfare is protected.

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

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

Since the last inspection the nursery has made improvements in the care and education the children receive. The staff have addressed the recommendations they were asked to complete successfully.

Children's behaviour is very good, staff deal with any unwanted behaviour sensitively giving the children clear explanations of their expectations. Accidents that happen to children are monitored to ensure that staff supervision is effective and that risk assessments are sufficiently robust. The children are happy and confident in the nursery, staff members are fully interactive with them. As a result of the positive interaction from the staff, the children are making good progress in their learning.

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

Since the last inspection Ofsted has received one complaint relating to National Standard 6. Safety, concerning an alleged incident that children were able to leave the premises unsupervised. Ofsted investigated and found that the nursery had taken adequate steps to address the issue and no further action was taken. The provider remains qualified for 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.

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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 that all accident records are signed by parents
- ensure that the cleanliness of the appliances in the kitchen, the soft furnishings and flooring in the nursery rooms are properly maintained
- raise staff awareness of children's needs and receptiveness at meal times

### **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):

- include learning intentions in the plans and ensure that thorough evaluation of the activities provided takes place, in order to influence future planning, to ensure that the developmental needs of the children are met
- ensure that the children have regular opportunities to make music

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)