

Once Upon A Time Nursery School

Inspection report for early years provision

Unique Reference Number	EY356007
Inspection date	23 June 2008
Inspector	Christine Eglinton
Setting Address	Cecil Gowing Infants School, Falcon Road West, Norwich, Norfolk, NR7 8NZ
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Registered person	Once Upon A Time Nursery School Ltd
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

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.

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 School opened in 2007. It is privately owned and operates from the specially designed nursery unit within the grounds of Cecil Gowing infant School situated to the north of the city of Norwich, Norfolk. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 09.00 to 11.30 and 12.30 to 15.00 during school term times. The nursery also operates a lunch club for children attending the setting. All children share access to a secure enclosed outdoor play area.

There are currently 41 children aged from two to under five years on roll. Of these, 39 receive funding for early education. Children attend from the local and wider community. The nursery school has experience of supporting children with learning difficulties and/or disabilities. The setting employs four members of staff in addition to the provider who visits the setting daily. Of these, three hold appropriate early years qualifications and one is working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted through effective procedures and staff's good hygiene practices. For instance, effective cleaning rotas ensure all areas of the premises and equipment is frequently cleaned throughout the year. Daily routines and explanation help children understand the need for good personal hygiene, and children clearly understand the daily routines. For example, they remind each other to wash their hands before they eat their snacks. The setting follows robust exclusion procedures for specific infectious illnesses which parents adhere to. This helps to prevent the spread of infection. Parents give prior written consent for staff to administer medication which ensures children receive the correct dosage according to their needs. All staff hold a current first aid certificate which enables children to be given appropriate care if there is an accident.

Children benefit from eating healthy snacks which includes a daily selection of fresh fruit. Activities such as making fruit juice from fresh oranges and cooking healthy foods encourage children to develop good eating habits. Children are able to access drinking water from a water fountain which prevents dehydration. They regularly enjoy a range of activities that contribute towards to their health and develop their physical skills and move confidently and in a variety of ways. For example, they are competent in using the slide and operating the wheeled toys in the garden. They have lots of fun running around energetically pretending to be monsters and ghosts. Children's fine motor skills are developing well. They regularly use a range of small tools when playing with the play dough and use scissors and different size pencils and brushes which help to develop children's mark-making skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move confidently around the bright and welcoming child-friendly environment making choices about their play at every opportunity. Space is well organised and used effectively to allow children to engage in a varied and stimulating range of activities. The outdoor play space is used imaginatively to provide children with an extended curriculum. Children use a wide range of good quality toys and resources appropriate to their age and stage of development. This ensures play equipment is offering appropriate challenges to extend children's development. Toys and equipment is easily accessible enabling children to take the initiative during their play and learning.

Comprehensive safety policies and procedures are implemented well by the staff to ensure children's safety. This enables children to play safely without risk of injury from hazardous equipment or dangerous practices. Children regularly discuss the setting's safety rules and show a good awareness of possible consequences if these are not followed. For example, they are reminded about using 'walking feet' indoors if staff notice children running and know they must inform an adult if they find berries growing in the garden before tasting them.

Staff generally show good knowledge and understanding of child protection issues and are clear about appropriate procedures to follow if they have any concerns regarding children's welfare. However, not all adults working at the setting possess the same level of understanding of the procedure regarding accusations made against staff. This does not ensure that procedures are being used in a consistent manner to promote effective management of the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children are immediately welcomed by staff when they arrive and eagerly show staff what they have brought from home for the interest table and 'Bring and tell' session. They excitedly tell their parents that it is 'Blue week' and show them the table where blue objects are displayed before immediately involve themselves in play. Children are given good opportunities of making their own decisions during the session. They choose what they want to play with, decide when to play outside and decide when to eat their snacks. Children enjoy looking at the computer screen saver where they view photographs of themselves, and are able to see other photographs displayed within the setting. This helps children to develop a sense of belonging and feel part of a group. Children are very keen to show staff what they have made such as making a snail out of play dough, and staff praise their efforts. Consequently, children are at ease within their environment and they are developing good self-esteem.

Children are involved in a broad range of planned activities and spontaneous events, which support their development and overall learning. They have good opportunities of first-hand experiences enabling children to build on their natural curiosity as learners and extend their learning in meaningful ways. For instance, one child decides to make a palm tree out of a straw and is well supported by staff to extend their thinking which eventually leads to them designing a handle for their picture. Consequently, children are becoming independent learners due to well organised resources which they access confidently while taking part in a good balance of child-led and adult-initiated activities.

Nursery education.

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage, the stepping stones and how children learn. This enables them to plan a broad range of practical and meaningful activities. Staff know children well and they use lots of praise and encouragement to build children's confidence and self-esteem. Consequently, children are confident learners which help them make good progress in all areas of their learning. An effective key worker system and the use of regular observations and assessments, mean that staff record children's ongoing progress. However, current assessment systems do not always demonstrate how information gained from assessments is used to help inform planning to support individual learning. Staff use clear and open ended questioning techniques which help children to think for themselves. Children are developing their communication skills well and are very confident to initiate conversations sharing their ideas during large and small group activities. For example, they are keen to take part in 'Bring and tell' sessions where they learn to listen to each other. They are learning to widen their vocabulary during stories and rhymes and learn new words such as 'puckered' and 'contrary'. Children are encouraged to use emergent writing in meaningful ways such as writing shopping lists and writing their names on their pictures. They enjoy looking at books and listen avidly to stories while re-telling stories to each other giggling over their favourite characters such as 'Captain Yellow Belly'. Children are becoming aware of sounds and letters for example, 'm' for mum and 't' for tape.

Children show a keen interest in numbers and counting. They eagerly use their fingers to demonstrate how old they are and count on and back in number songs. They are starting to recognise numerals within their environment such as numbers on racing cars, and when they use calculators. Practical activities such as working out how many pieces of fruit they can have during snack time, encourages simple calculation skills. Older children are developing an awareness of measurement when they measure how much wool is needed to fit across a piece

of paper, and additional practical activities help to promote an understanding of shape and size.

Children's knowledge and understanding of the world is good. Practical activities such as creating erupting volcanoes through mixing different ingredients, help children to learn about changes in enjoyable and meaningful ways. They have good access to a range of information and technology equipment which encourages them to explore and investigate. Children learn about themselves and the world through themed and topic work. Children enjoy singing sessions and have a good repertoire of songs and action rhymes. They use their imagination and express their ideas in a variety of ways such as playing in the role play area acting out their experiences. Children are given good opportunities of expressing their creativity and feelings through using a wide range of different materials and media, including both natural and manufactured materials.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Staff encourage all children to participate in the activities provided which ensures children have equal chances to maximise their enjoyment and potential. Staff have a positive attitude towards diversity and they encourage children to become aware of their own and other cultures. This is achieved through using a range of resources that reflect the wider world, and through using planned activities as they celebrate a variety of cultural festivals. Consequently, children learn to acknowledge and accept differences. There are appropriate systems in place to support children with learning difficulties and /or disabilities. Close liaison with parents and outside agencies ensure all children's needs are well planned for and met. Staff are secure in their knowledge of the code of practice, which means they are able to plan for children's individual needs. Therefore, children are able to experience a range of stimulating activities appropriate to their level of ability.

Staff use appropriate strategies according to children's age and stage of development which helps children learn right from wrong. For example, one child informs staff that they have witnessed unkind behaviour toward another child which demonstrates they know why certain behaviour is not acceptable. Consequently, children generally play well together and they are learning important social skills.

The partnership with parents of funded children is good. Relationships with parents are friendly and supportive and parents provide appropriate and relevant information about their child's medical and dietary needs to the staff. This helps to ensure children receive individual care and attention. A brochure covering all relevant information regarding the setting is given to every parent and copies of the settings policies and procedures are made freely available and included within regular newsletters. Positive comments from some of the parents are included on the nursery's web site. Information regarding the six areas of learning are contained within the parent brochure. Parents can speak to their child's key worker about their child's progress at any time, and they are invited to attend a progress meeting with their child's key worker. Parents are encouraged to help children contribute towards current themes and topics by bringing in items from home. However, current systems for involving parents in their children's assessment records have not been fully successful. This does not encourage all parents to help their children make connections in their learning at home in meaningful ways.

Organisation

The organisation is good.

The setting has implemented robust recruitment procedures which mean that children benefit from being cared for by suitable, experienced and qualified staff. Staff are committed to attending further childcare training and development courses, which helps them to reflect and improve the quality of care and education they offer to all children. Staff work well as a team due to clear communication and guidance which allows them to provide a stimulating and well-balanced programme. Children receive good support from staff who enjoy their company and know them well helping them feel secure and confident. The day is well-organised allowing children time for quiet and active play which includes daily opportunities for outside play. Information kept about children is relevant and helps to promote their welfare. The premises layout is well organised and enables children to play freely safely and freely. All mandatory records are in place, confidential and well maintained. Overall the provision meets the needs of the range of children for whom it provides.

Leadership and management of the nursery is good. Staff are supported by management through regular meetings and effective systems are used to help staff make good progress in their professional development. The setting's aims are positive with emphasis on helping children to achieve and develop to their full potential in a happy and safe environment. This is being achieved through staff coming together collectively as a group to discuss the ethos of the setting. Management has identified areas of improvement which shows a good commitment towards improving the quality, care and education the setting offers to all the children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

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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):

- make sure that everyone working in the setting is fully knowledgeable about child protection procedures.

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):

- ensure assessments of children's progress clearly identifies the next steps in their learning and use this information to inform planning which is monitored to ensure learning objectives are being met
- continue to develop more opportunities for parents to contribute to their children's learning.

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