

# Once Upon a Time Day Nurseries

Inspection report for early years provision

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**Unique reference number** EY363912  
**Inspection date** 08/06/2009  
**Inspector** Carol Patricia Willett

**Setting address** Feltham Hill Junior School, Ashford Road, FELTHAM,  
Middlesex, TW13 4QP  
**Telephone number** 020 8890 8680  
**Email**  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Once Upon A Time Day Nursery has been registered since 2008 and the owner also has nine other registrations for nurseries or after-school clubs in the Hounslow and Hillingdon area. The nursery operates from purpose built premises in the grounds of Feltham Hill Junior School in Feltham, Middlesex. Facilities also include a kitchen, laundry area, office space, staff room. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both parts of the Childcare register. A maximum of 35 children may attend the nursery at any one time. There are currently 31 children aged from three months to under five years on roll, some in part-time places. This includes four children in receipt of nursery education funding. The nursery currently supports a number of children who speak English as a second language or with learning difficulties and/or disabilities.

The nursery opens five days a week and operates from 07.45 to 18.00 all year round with the exception of all bank holidays and Christmas Eve. The nursery employ a team of eight members of staff plus the manager who work with the children. The nursery also employs a cook who prepares meals daily. and meets staffing qualifications and maintains appropriate staffing ratios. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are cared for in a safe well maintained child-friendly environment, which is generally well organised so children are independent in their play and learning. Children are protected as staff have generally good systems in place to ensure that security is good and risk assessment procedures are effective to minimise risks to children. All children are welcomed into the nursery and staff demonstrate that they know the children well, and this promotes each child's development, and inclusion where all areas of learning are covered through the continuous provision. The manager is committed to improving all aspects of the provision and they have completed a self-evaluation of strengths and areas for improvement though this is not fully reflected in daily practices. The learning and development programme is not monitored effectively and there are gaps in the planning for children's progression through the early learning goals and assessment records in order for them to make the most progress they can to achieve their full potential.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve observation systems in order to ensure children progress across all the early learning goals in order that they reach their maximum potential including in numeracy and knowledge and understanding of the world

- increase childrens' access to information books and ensure they can access books throughout the day
- improve monitoring and evaluation systems to ensure planning and assessment is completed effectively to ensure children reach their full potential and all procedures are carried out in practice
- provide opportunities for parents to contribute in planning targets for children's learning
- develop effective systems for sharing information about children's progress and development with all settings involved in the children's care and learning in order to provide coherence, consistency and compliment learning
- include the home language of all children attending in posters and labelling in the nursery in order to develop a culture of respect and increase all children's awareness of diversity

## **The leadership and management of the early years provision**

The proprietor and manager are well qualified and experienced and they work well together to ensure that the day to day operation runs smoothly in this newly established provision. There are well developed policies and procedures in place that are regularly reviewed and generally work in practice which ensures children's welfare is well promoted. The nursery manager and staff have completed a self evaluation record reflecting on their practice with a view to continuous improvement, such as using the outside area freely so children can choose where they do their learning. Sometimes the self evaluation does not reflect the practice, for example, at meal times children cannot easily serve themselves food due to the presentation of food and the size of serving tools and they are not given the opportunity to say please and thank-you as staff hurry through the serving at tea time. Monitoring systems are not fully effective as there are gaps in the provision for children's learning and development and assessment records. Fire drills are not completed as regularly as indicated in the policy so all are aware and confident in an emergency.

Risk assessments are well documented and positive steps are taken to minimise risk, such as keeping the entrance door locked, monitoring all visitors to the setting and glass viewing panels in nappy changing areas, so children stay safe. Children are safeguarded, as there are effective systems for recruitment, vetting and induction to ensure that staff are suitable. Staff training needs are identified, and all staff are encouraged to attend training to further develop their skills and knowledge. Staff have positive relationships with parents and they receive written information about the provision and a copy of all policies and procedures are available for them in the entrance lobby. Parents are kept up to date through newsletters, home link books and daily discussions with staff. They are invited to attend regular parents' evenings, where they have opportunities to discuss their child's progress. Parents' views about the setting are taken into account via the completion of a questionnaire and complaints are taken seriously and used to improve practice. All children and families are welcomed into the nursery and there are good systems and forms in place to seek information prior to children attending so their needs are known and to promote inclusive practices. The

nursery have identified the needs to improve information sharing with other settings the children attend and to include parents more on setting targets for children's learning though these have not been put into practice in order to provide a fully inclusive setting and maximise children's learning potential.

## **The quality and standards of the early years provision**

Children's welfare is well promoted as they play and learn in a well resourced purpose build premises which are furnished to a high standard. Staff organise the environment well to provide a continuous learning environment across all areas of development. All children including the babies have easy access to good quality resources which stimulate their imagination and provide challenge in order for them to make progress at their own pace. There are well established systems in place to protect children and security is good as entry to the nursery is monitored and procedures to identify visitors are robust. Daily checks are carried out to make sure that the premises, toys and equipment are clean and safe and risk assessments are conducted for all outings.

Staff value learning through play and they observe children's interests in order to plan activities. Useful information is obtained prior to children with regard to their starting points, interests and abilities and these form part of their development records. Staff and parents work together and verbal and written information is shared so that the children receive consistency of care, and make satisfactory progress in their learning and development. Staff support children's play and assist them in extending their learning, as they help them to use large wooden blocks in the garden to make a ramp for them to drive their wheeled toys over. This helps children develop their imagination, problem solving and physical skills. Staff complete regular observations of the children's learning and abilities and these are used by their key person to inform planning for individual children's progress. However, not all staff are aware of planned outside activities which means the planned learning does not take place effectively. Observations are not systematic to ensure good progress is made across all areas of learning in order that children make good progress to all the early learning goals and to help them make as much progress as possible. For example, assessment records show gaps in calculation, numeracy, and in knowledge and understanding of the world, for example, in information and communication technology and in their knowledge of time and place. Monitoring systems do not effectively identify the gaps in planning and assessment records. Children do not have access to a wide range of information books.

Children are busily occupied throughout the day as they play and explore the provision both inside and out. Staff encourage them through role modelling and discussion to learn to share and take turns and gain an understanding of right from wrong. Children learn about good nutrition through a varied menu of healthy food, such as fresh fruit at snack time. Allergies and dietary needs are discussed with parents, recorded and fully accommodated in order to promote children's good health. Children are aware of the importance of hand washing in order to prevent the spread of germs and they competently use the toilet and hand washing facilities. Children are encouraged to develop their self-care skills, for example as

they put on their socks and shoes after playing in the sand pit. They develop skills which will help them in the future as they learn to recognise numbers, labels and other print and have good opportunities to develop mark making skills from an early age. Older children learn sounds, letters and listening skills through the support of the teacher mentor attached to the children's centre who comes in every morning to develop children's skills and staff use the opportunity to develop their own skills through observing the sessions. Staff are well informed about children's backgrounds and celebrate and support their differences. As a result, children gain a positive view of diversity. However, staff do not have a clear knowledge of all the home languages used by all the children in the nursery and posters and labelling does not include the home language of all the children attending.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met