

Once Upon A Time Nursery School

Inspection report for early years provision

Unique reference number	EY356007
Inspection date	27/11/2008
Inspector	Lynne Blakelock

Setting address	Cecil Gowing Infants School, Falcon Road West, Norwich, Norfolk, NR7 8NZ
Telephone number	01603 787353
Email	info@onceuponatime.org.uk
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 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. There are six members of staff. Two are full-time. All have appropriate qualifications. Two students are presently working in the nursery. All staff attend regular training.

Overall effectiveness of the early years provision

The nursery provides children with a good start to their learning and development in a happy and stimulating environment which is led well. The children make good progress in all aspects of their learning and development, aided by staff's high expectations. The provision is good. Interesting and relevant activities engage children of all abilities. Welfare requirements are of a high standard and up-to-date. This helps to ensure that children are safe and secure. The nursery has made good improvements since the last inspection and its plans for the future offer it a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- incorporate specific outdoor activities into planning
- develop further the nursery's evaluation of practices in order to meet fully the new requirements

The leadership and management of the early years provision

Good leadership and management of the setting ensure it is well organised and that staff are sharply focused on the welfare and care of the children. All safeguarding procedures are in place and policies are detailed and relevant to the setting. Children settle down quickly into nursery because planning has been careful. Every child is valued and their needs known in this inclusive setting. Parents are supportive of the nursery. They say it looks after their children well and provides interesting ways for them to learn. Daily communication with parents/carers when they arrive with their children and the welcome they receive from staff, promotes constructive relationships, which in turn, supports children's

development.

The staff are always looking to improve provision for children. Leaders have made significant improvements to recording of pupils' progress and have ensured all staff have been trained in child protection. Their evaluation of the nursery's effectiveness is not particularly strong but leaders are making the improvement of self-evaluation practices their priority.

The quality and standards of the early years provision

The nursery provides children with plenty of practical opportunities from which they acquire a wide range of basic skills and make good progress. Speaking and listening opportunities abound and children's development of social skills is good. Staff listen and value children's contributions. This gives them encouragement, contributes to their enjoyment and makes them enthusiastic learners. At the start of the sessions, a whole group activity allows all children to contribute. Skilful questioning really encourages children to speak at increasing length, which builds their communication skills and their general knowledge. Health and safety practices link seamlessly into all activities, with children showing an excellent understanding of acting and staying safe. They enjoy opportunities to choose activities and there is an appropriate balance between independent and teacher initiated learning. Staff tell children the resources that are on offer, but the focus of learning is not always made as clear. Staff often join in with children and by careful questioning focus them on key aspects of the task, thus raising the rate of their progress. Although children have opportunities to play and learn outdoors, specific learning tasks are not in place to enable them to get maximum benefit from this. Learning opportunities are everywhere. Two boys were so interested in opening the door leading to the outside area because they discovered for themselves the impact of the wind.

Individual records of achievement include notes and photographs of children's learning and progress. Parents are encouraged to inform the school if they have their own examples of their child's progress. This is helpful in building up a picture of children's strengths and areas for improvement.

Behaviour is excellent. Children receive praise for their work and behaviour and value this. The good ratio of staff to children ensures they get the attention they need. Careful procedures act to protect them and keep them safe in the nursery, with risk assessments in place for play equipment, the classroom and outside area. All staff have first aid training and deal with accidents calmly and effectively. Regular fire practises, and a visit by firemen mean that children are confident with regard to fire risks. Good systems ensure only parents and people whose names have been given to the nursery and are in the admission record, collect children. The building and grounds are secure and add to the excellent safety arrangements of the setting.

The children are sociable and interact well. They are generally very considerate of others and enjoy playing and learning together. Some eat their packed lunches at nursery, which develops their social skills further by, for example, prompting discussion about what their nursery friends enjoy eating. Healthy eating is encouraged and children have a basic knowledge of healthy foods.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection

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.