

# Once Upon A Time Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	116178
<b>Inspection date</b>	20/03/2009
<b>Inspector</b>	Anne Nicholson
<b>Setting address</b>	Blair Atholl, Ashfield Avenue, Feltham, Middlesex, TW13 5BB
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<b>Email</b>	
<b>Type of setting</b>	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).

## Description of the setting

Once Upon A Time Day Nursery has been registered since 1989 and the owner also has nine other registrations for nurseries or after-school clubs in the Hounslow and Hillingdon area. The nursery operates from a detached house in Feltham and the children have access to three designated room bases. Facilities also include a kitchen, laundry area, office space, staff room, lift access to the first floor and a large fully enclosed garden at the rear of the premises. The nursery is registered on the Early Years Register. A maximum of 51 children may attend the nursery at any one time. There are currently 47 children aged from three months to under five years on roll, some in part-time places. This includes 15 children, aged three and four years old, 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. The setting follows the High Scope ethos. The nursery meets staffing qualifications and maintains appropriate staffing ratios. One member of the staff team is a National Vocational Qualification Assessor, and the manager and owner are trained in the High Scope curriculum. The nursery is accredited to the Pre-School Learning Alliance and holds the Investors in People Award.

The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children receive care within three room bases where health, hygiene and safety practices are routinely implemented by staff. Children are divided into age and/or developmental stage groupings and staff within each room ensure that there is a hazard-free environment available with a range of learning opportunities and activities supporting children's ongoing development. The majority of staff are confident in their ability to plan, make observations and carry out assessments, however the new recording systems recently introduced are not working effectively for staff and management have also highlighted this. Documentation and practice support inclusive practice and the nursery provides support for adults and children with special needs and English as an additional language. The partnership with parents, carers and other professionals is good ensuring children's needs and achievements are shared. A self-evaluation process is undertaken highlighting areas of strength within the nursery as well as areas for further development to improve the outcomes for children in their care.

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

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

- review implementation of internal procedures safeguarding children to ensure they are consistently and comprehensively completed paying particular attention to the details recorded within the risk assessments for outings and

ensuring that the arrival and departure times of all children are accurately recorded

- ensure that children have opportunities to be outside on a daily basis all year round and staff allow children to move equipment outside to extend their own play and learning; ensuring examples of outdoor learning are reflected within the observations and assessment systems
- create a stimulating and safe outside environment for babies and toddlers that offers a range of activities which will encourage their interest, curiosity and desire to explore whilst keeping them safely protected
- review learning and development recording systems to ensure that children's starting points are clearly identified in systems recording their progress, that there are clear links between observations, evidence and children's recorded achievements and that the next steps for children's individual learning are clearly identifiable.

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

The owner is very visible on the premises and undertakes an active role in leadership and management of the setting alongside the manager. Daily liaisons with each other and between staff occur to identify areas requiring further development within the learning and development programme and recording systems to support children's progress through the Early Years Foundation Stage (EYFS). The majority of staff hold a relevant childcare qualification and undertake additional training sessions to continue their professional development; in addition several staff are currently completing either initial or higher level childcare qualifications. Children remain safeguarded through the nursery's array of comprehensive policies and procedures and these are easily accessible to parents and staff. The awareness of some staff and parents of the internal processes the nursery follows to record information that impacts on children's safety and well-being requires addressing to ensure consistency throughout the setting. For instance risk assessment forms for outings do not always record all required details and children's actual arrival and departure times are not consistently recorded. Nursery staff combine initial information received from parents about their children ensuring individual needs are identified allowing staff to promote children's welfare and learning requirements. Staff use these, along with their own observations, to establish a starting point, however these baselines are not clearly recorded and therefore children's continuous progress is not accurately seen.

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

Children's general welfare needs are met through staff following good hygiene practices and ensuring that a range of activities are planned to cover the learning and development requirements and their use of planning, observations, assessments and Individual Educational Programmes (IEP) for those requiring additional support. Children receive care within three separate room bases according to their ages as well as developmental stage; within each room staff provide a range of planned and impromptu opportunities. Babies can play and explore the contents of 'Treasure baskets' and create painted butterflies for

Mother's Day cards. In the toddler room children enjoy being creative with art materials and going for walks to the local shops and the duck pond to see and feed the ducks. Within the pre-school room children enjoy playing within the 'Jungle' role play area, completing creative pieces of art work and enjoying books in the newly rearranged 'reading' area. Children settle in well and develop bonds with their key-workers who can verbally demonstrate that they have a good understanding and knowledge of the physical and emotional needs of the children in their room. Throughout the nursery children's creative contributions are nicely presented on wall displays. Staff are generally confident with their implementation of the EYFS and put themselves forward for external training sessions to develop their knowledge, planning and assessment skills although spaces on these are limited. They work well as a team and use their visual observations to identify individual learning and development needs.

Children develop their independence skills during the day at snack times, getting ready to go to the garden or on outings and through accessing the toilet area for themselves. They can self-select resources from low level storage units around the room for themselves and also participate in a range of planned activities through the year that develop their awareness of cultures, countries and the wider world they live in. Within their room bases they can also access a selection of electronic resources. Children are encouraged, through staff's use of questioning, to develop their thinking and language skills. Some pre-school children in the garden were digging in the dirt with staff, using child-sized spades and rakes, finding 'blue' stones and comparing these, counting these and then putting them into a shallow tray. When an earwig was found this as well was discussed and children were encouraged to be nice, careful and not squash, bury or crush it. Children have access to a large enclosed outside area, however generally staff use this outside environment as an opportunity for children to just play rather than as an area to further develop and extend their learning and development. All rooms enjoy accessing this area, however for the younger and less mobile children there are limited opportunities for them to get down on the floor to explore or play safely with resources.

## 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>	2
How well does the provision promote inclusive practice?	2
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>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<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?	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](http://www.ofsted.gov.uk)

## **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**

Since the last inspection there have been no complaints made to Ofsted.

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.