

Once Upon a Time

Inspection report for early years provision

Unique reference number EY314234
Inspection date 10/06/2009
Inspector Elizabeth Juon

Setting address St. Edmunds Church Hall, 12 Edmunds Close, Hayes,
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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).

Description of the setting

Once Upon a Time nursery registered in 2005 and operates from a large church hall, with kitchen, toilets and office. It is situated in Hayes, within the London borough of Hillingdon. The nursery is currently on the Early Years Register. A maximum of 26 children in the early years age range may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00, all year with the exception of bank holidays. There is a garden for outside play. There are currently 25 children aged from one year to five years on roll. Of these, 11 children receive funding for nursery education. There are currently no children attending with learning difficulties and/or disabilities or children for whom English is an additional language. The nursery employs nine staff, including the cook, and of these, eight staff, including the manager hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children make good progress as the qualified and caring staff team recognise the uniqueness of every child and ensure each child has their learning and welfare needs met. Secure trusting relationships are established, which help children develop confidence and a sense of belonging within the nursery. Children are valued and respected and staff demonstrate a commitment to inclusion ensuring all children feel welcome. The manager and staff are committed to evaluating and developing the service they provide to continually highlight improvements that benefit the children.

What steps need to be taken to improve provision further?

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

- review the storage of perishable food to ensure pre-prepared food is stored safely to protect children's health
- further develop the use of the outside area to enable children to use more regularly and decide if they wish to be in or out to have first hand experiences and opportunities in all weathers and seasons.

The leadership and management of the early years provision

The nursery is well managed and all staff are very efficient and aware of their individual roles and responsibilities. There are robust systems in place to ensure the safety of children. Thorough recruitment and vetting procedures ensure that staff are suitable and qualified to work with the children. Regular staff, planning and management meetings are held regularly and staff are actively involved in the self-evaluation process through discussion and ongoing training. Staff are enthusiastic and keen to improve their childcare knowledge and skills. They receive regular training from a variety of sources for their personal development and keep

up to date on childcare practice. These measures ensure consistency of approach within the staff team that provide benefits to the children's learning and development. Staff deployment and maintaining high staff:child ratios ensures children are secure and safe within the setting.

Risk assessments are carried out regularly to include outings, all areas of the provision, resources and equipment. Staff are secure in their knowledge of safeguarding children and are aware of the procedures to follow should they have concerns about a child in their care. Children regularly practise evacuation procedures to ensure they are aware of the steps to take to leave the building quickly. There are systems in place to gain information about a child before they start at the nursery, which includes their likes and dislikes. Parents receive a range of information before and when their child starts and all policies and procedures are available for them to look at in the entrance. Staff develop positive relationships with parents and exchange information daily, either verbally or through daily dairies ensuring children's welfare needs are known and met. Good links are in place with other professionals and settings involved to support children's individual needs and progression.

The manager has already identified areas of strength within the nursery and is particularly proud of the partnership with parents and carers. An area for improvement is the use of the garden and its refurbishment during the coming year to ensure a full range of learning experiences are available to children outside. Parents comment on how happy and secure their children are and the excellent relationships they have with the staff who fully support them and their children.

The quality and standards of the early years provision

Children make good progress in their learning as they are provided with a range of activities to challenge, stimulate and motivate them to learn through their play. The environment is warm and colourful and an extensive variety of toys and resources stimulates their interest. The staff have to set up the resources from scratch on four days of the week and yet they are successful in providing an appealing setting for children. The nursery room and entrance hall are covered in children's artwork, photographs and interesting posters. This makes the nursery inviting. Children have space to move around and play comfortably and can access the toys and resources they wish to play with easily. Staff set out the nursery room into the different areas of learning providing activities in each to support children's learning. There is a good balance of adult-led, child-led and focused activities throughout the day. Some activities are linked to the topics and themes in place, for example, looking at transport and holidays. Staff have a good understanding of child development and use observations and assessment effectively to support children's learning. Planning takes account of children's interests and incorporates their next steps in learning. Children make decisions about the activities they wish to participate in and have fun learning through their play.

Children participated eagerly in a large ring game, making movement to music, following simple exercise instruction and enjoying an energetic rendition of the

'Hokey-cokey'. All staff and children participated and it was great fun. A small child under two stood enthralled in the group as the circle went back and forth; staff ensuring she was safe. The children were made aware of being hot and sweaty because of exercise, children said their hearts went fast and are going 'bang, bang'. Children's physical development is promoted well and they are becoming aware of the changes exercise makes to their body. Children are able to play in the fresh air on most days. The outdoor environment is a valuable asset and staff have plans to utilise this area to its full potential in the coming months.

Children are well nourished and their meals are freshly prepared daily in the nursery kitchen. Children are mostly protected from the spread of infection due to the staff's continual good hygiene practices and information they obtain from other health professionals regarding any health issues. However, the pre-prepared food for tea-time is not stored in the fridge to fully safeguard children's health.

Children are very well behaved. They readily respond to any requests made by each other or staff and staff act as very good role models. Staff are sensitive to events happening in children's lives and are calm and consistent to ensure children are comfortable. Staff use circle times to reinforce good behaviour and present children with stickers for their good tidying up. This raises children's self-esteem. Children play cooperatively and share the toys. Children make friends at the nursery and enjoy socialising around the table at lunch time.

Children enjoy listening to stories and readily anticipate what is going to happen next in the story. Staff use a variety of ways to aid communication with the children including sign language and the use of puppets and props in the story. Staff develop the children's creative development through singing songs. Children have daily opportunities to count, discuss the date, season and weather. The use of a computer enables the children to develop skills for the future and enhances their learning, for example, using language programmes that promote letter recognition and spelling. There is a range of activities and resources that provide children with a positive outlook on the wider world. This enables children to learn about and accept differences.

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?	1
The capacity of the provision to maintain continuous improvement.	1

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?	1
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?	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

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