



## Once Upon A Time (formerly Cavendish Day Nursery)

Inspection report for early years provision

<b>Unique Reference Number</b>	139102
<b>Inspection date</b>	05 January 2006
<b>Inspector</b>	Victoria Vasiliadis / Hilary Turner
<b>Setting Address</b>	Cavendish Sports Pavillion, Field End Road, Eastcote, Middlesex, HA4 9PG
<b>Telephone number</b>	020 8866 7258
<b>E-mail</b>	0208 8668076
<b>Registered person</b>	Lorna Hackland - Crowther
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Once upon a Time Day Nursery opened in 2000. It operates from a single storey building in the grounds of the Cavendish Pavilion in Eastcote in the London Borough of Hillingdon. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 07:45 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 34 children on roll from 18 months to under 5 years. Of these 7

children receive funding for nursery education. The nursery serves the local area and provides a pick up and collection service to the local primary school. The setting currently supports a number of children with special needs.

The nursery employs eight full time staff to work with the children, all hold appropriate early years qualifications including the manager.

The setting receives support from an advisory teacher from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health within the setting is supported appropriately by staff who have a suitable knowledge of the provisions health and hygiene procedures. However, the children under 3 years have limited opportunities to understand the importance of some hygiene procedures. For example, why they must wash their hands after using the toilet and before eating. The sound hygiene procedures maintained enable children to be cared for in an environment that reduces the risk of infection. Staff consistently wear disposable gloves and aprons for nappy changing sustaining appropriate levels of hygiene. Good procedures are in place for the recording of accidents and administering medication. Children are protected from infection as they do not attend if they are contagious.

Children benefit from a healthy diet. They independently access drinks as they have their own labelled bottle of water. Children encourage others to drink as they offer their friends their water bottles. Children enjoy varied and nutritious meals and snacks. These take into account special dietary requirements to ensure children main healthy. However, children's individual preferences for food is not always taken into consideration.

Children enjoy fresh air and exercise daily as they play in the secure outdoor area. But they do not have sufficient challenges to develop their physical skills. Children who receive funding have too few opportunities to develop their large muscle skills in order to develop control, co-ordination and balance because the equipment used is basic. Resources available include bikes and some balls. Children are beginning to understand the importance of a healthy lifestyle through planned activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe and secure environment. Their safety is assured by clear written procedures which are followed by staff. Effective risk assessments are undertaken and staff are deployed appropriately. Furniture and equipment used by children is clean, safe and checked regularly.

Good organisation of space means that children can move around freely, safely and

comfortably. Children enjoy making choices in their play as the toys and resources are stored at low levels and are easily accessible. For example two children have fun playing with a train track, while another group of children enjoy playing in the home corner using their imagination as they dress up.

Children's welfare is promoted as staff have a satisfactory understanding of child protection, although some staff are less secure in their knowledge and understanding particularly in the reporting procedures.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children arrive happy and eager to participate. They are familiar with the adults and nursery routines which helps them feel secure. Children have a suitable selection of toys and resources appropriate to their age and stage of learning. The high scope approach to learning supports children in making choices in their play, as they explore and engage in an interesting range of toys and activities. However, younger children are provided with insufficient challenges and too few opportunities to extend their thinking and learning.

Nursery Education:

The quality of teaching and learning is satisfactory. Staff have some understanding and knowledge of the Foundation Stage curriculum, as a result activities are not always planned effectively and specifically to support the individual learning needs of each child. Staff observe individual children's development but do not clearly link the next steps of learning with planning.

The children's attitudes to learning is positive and they spend extended periods concentrating on their chosen activities. Children are actively engaged in their play and activities through-out the day. Children interact well with adults and each other, they play co-operatively. They show concern for each other and enjoy the responsibility of helping and explaining activities to younger children. For example, one child helped the younger child to turn the tape over in the cassette player when listening to story tapes.

The children play well together, are kind and considerate towards each other, share what they have and take turns. They learn about the world they live in as they acknowledge and celebrate various festivals. For example, Chinese New Year and Christmas. But, there are insufficient opportunities for children to learn how and why objects work and living things within the natural environment.

Children talk confidently to staff and their peers. Some children can recognise and spell their own names. They are confident about handling books and have a developing understanding of the purpose of written language in their environment. For example, children are involved in writing words for different labels around the setting.

A range of art activities are planned and children are able to express their own ideas

and imagination. Children have good opportunities to use tools, such as pencils, scissors, art and craft tools. However, children have limited opportunities to develop their large muscle skills. In particular developing and improving their coordination, control and ability to move more effectively when running, climbing and balancing.

Children learn to count through a range of practical activities and some can count accurately up to ten and beyond. But, there are too few opportunities for children to use mathematical language in everyday situations and to understand simple addition and subtraction.

### **Helping children make a positive contribution**

The provision is good.

Most children are content and secure as staff know the children well. A settling in period comprising of several visits to the nursery prior to starting helps children to gain confidence in separating from their parents.

Children's behaviour is generally good as staff work well with parents to provide a consistent approach. Staff help children to know what is expected of them as they involve the children in writing the nursery rules. Children are beginning to understand right from wrong and are learning to share and take turns. Children have good opportunities to develop an awareness of the wider community through play, use of resources, parental involvement and celebrating various festivals. The setting provides an inclusive service and works with outside agencies to support children with special needs.

Partnership with parents and carers is good. Relationships with parents are friendly. Sound information is obtained from parents to ensure that their children are cared for according to their parents wishes. Some information is given to parents about the Foundation Stage curriculum. Parents are encouraged to be involved in their children's learning. Staff ensure that parents know how their children are learning, progressing and developing. Information is shared in different ways, such as verbally, home link books, progress reports, newsletters and parents evenings.

Children's spiritual, moral, social and cultural development is fostered.

### **Organisation**

The organisation is satisfactory.

Leadership and management is satisfactory. There are not rigorous systems in place to monitor, assess and evaluate the quality of the nursery education and not all staff have a secure understanding of the Foundation Stage. The manager is aware of these issues and is taking steps to address them.

Staff work well together as a team and continuity of staff means children are developing trusting relationships. A thorough and detailed operational plan which includes comprehensive policies and procedures is available to staff and parents.

The areas used by the children are well organised. This means children can move around safely and comfortably. Overall the setting meets the needs of the range of children for whom it provides care.

### **Improvements since the last inspection**

The previous care inspection recommended the nursery improve hygiene procedures. This has been addressed and hygiene procedures have improved. This has resulted in children being cared for appropriately when nappies are changed.

There were a number of key issues arising from the nursery education inspection which have mostly been addressed adequately. The planning for indoor and outside activities has improved slightly and staff are now differentiating activities for children. But, outside play still requires further planning to ensure children's gross motor skills are developed. Most of the activities now provide sufficient challenges. However, work is still required to improve this satisfactorily. The setting has in place aims and objectives, but these are not adequately monitored and evaluated.

### **Complaints since the last inspection**

A complaint was received on 29 June 2004, relating to the supervision of children, behaviour management strategies and partnership with parents. Standards 11, 12 and 14 of the National Standards.

An Ofsted inspector visited on 6 July 2004. No evidence was found that the National Standards had been breached. The provider remains qualified for registration.

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **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):

- develop staff's knowledge and understanding of child protection issues and reporting procedures

- increase the opportunities to extend younger children's learning and thinking

### **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):

- provide children with more opportunities to use mathematical language and to understand early addition and subtraction
- ensure planning incorporates sufficient opportunities for children to develop their physical development whilst outside
- provide children with more opportunities to develop their understanding of how and why objects work and living things within the environment
- improve the systems to monitor and evaluate children's learning to ensure all children make progress

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)