



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 139102**

**DfES Number: 510598**

### **INSPECTION DETAILS**

Inspection Date      03/11/2003  
Inspector Name        Jean Williams

### **SETTING DETAILS**

Day Care Type        Full Day Care  
Setting Name         Once Upon A Time (formerly Cavendish Day Nursery)  
Setting Address      Cavendish Sports Pavillion  
                              Field End Road  
                              Eastcote  
                              Middlesex  
                              HA4 9PG

### **REGISTERED PROVIDER DETAILS**

Name                    Ms Lorna Hackland - Crowther

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

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. The nursery comprises an entrance hall, main nursery room, kitchen, staff room and office as well as toilets and storage areas, there is a safely enclosed garden for outdoor play.

The nursery serves the local area and provides a pick up and collection service to the local primary school, children attend the setting for a variety of sessions.

There are currently thirty children from two to five years on roll, this includes seven funded three year olds and eight four year olds.

The setting is close to all amenities as well as transport links to London and the surrounding local areas

The setting provides care for children with special needs and supports children who speak English as an additional language.

The group opens five days a week, Monday to Friday all the year round, sessions are from 07:45 until 18:00

Eight full time staff work with the children, seven have early years qualifications and one member of staff is currently attending a training programme.

The setting receives support from a teacher from the Early Years Development Partnership

### How good is the Day Care?

Once upon a Time day nursery provides good care for children. The nursery is well staffed with almost all staff holding relevant childcare qualifications. The setting is well organised which ensures that the staff are able to work closely with the children. The nursery premises are clean and well maintained, the staff have a good knowledge of safety requirements both inside and outside ensuring the safety of the

children is upheld at all times. Hygiene practices within the nursery are good although some staff need to ensure that they adhere to the clear guidelines in place when changing nappies.

The staff have a very clear understanding of planning and assessment for children, the nursery has recently begun to operate the High Scope programme for the children, this is working well. Activities offered provide balance and variety to the children, there is scope for the children to experiment and extend the activities according to their interests and levels of skill. The children's behaviour is good, staff are interested in the children, they foster good relationships and interaction is appropriately warm and caring.

The nursery operates an inclusive policy to all children. Children are shown respect by staff who have a positive understanding of children's individual needs. Staff have a good knowledge of child protection procedures, all policies are in place and are shared with parents.

Staff have positive working relationships with parents, information is shared both verbally and through the notice board and newsletters.

#### **What has improved since the last inspection?**

At the last inspection there were no areas for development, the setting has continued to provide a good standard of care to the children.

#### **What is being done well?**

- Good organisation of the nursery means that a high number of staff are deployed to work with children at all times.
- There are good processes in place to observe and record children's developmental progress.
- There is a wide variety and range of toys and activities provided for the children.
- The premises clean and well maintained.
- Children's behaviour is good, staff have positive strategies in place to deal with behaviour management.
- Staff work in partnership with parents and keep them informed of their child's developmental progress.

#### **What needs to be improved?**

- The attention to hygiene practices when changing nappies

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Ensure hygiene procedures are followed at all times

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Once upon a Time day nursery provides children with opportunities to make generally good progress towards the early learning goals. The children are making very good progress in the areas of personal, social and emotional development as well as mathematics and communication, language and literature.

The staff know the children well and have developed very good relationships with them, the quality of teaching is generally good. Staff plan interesting activities which are, observed and evaluated, planning is carried out with the children's developmental progress in mind, this needs to be further developed to include differentiation and challenges for all the children, this should include the outside play activities. Staff manage the children's behaviour very well.

Leadership and management is generally good. Staff are encouraged to attend training courses and disseminate information to the whole staff team. Regular staff meetings are held and records kept, the staff also receive regular supervision. Whilst the manager has a clear vision of the future for the nursery, the setting would benefit by regular monitoring and evaluation, as well as formalising the aims and objectives for the nursery. The manager is open to ideas and suggestions to improve the running of the nursery that are proffered by parents and staff.

Partnership with parents is very good. parents are provided with information on enquiry about the setting, they are welcome into the nursery at any time. Information about their child's developmental progress is shared by key workers both formally and on an informal basis, link books are also used. The nursery provides regular newsletters and organises social events for both parents and children.

### What is being done well?

- Staff know the children in their key groups well.
- Good planning processes in place that are monitored and evaluated.
- Children's behaviour is very good.
- The manager and staff work well as a team and have established positive relationships with children and parents.
- Parents are kept well informed about the setting and the developmental progress of their child

### What needs to be improved?

- ensure planning includes both indoor and outside activities and differentiation for all children.

- ensure that activities provide challenges for all the children.
- ensure that the setting has firm aims and objectives that are monitored and evaluated and that records are kept.

**What has improved since the last inspection?**

This is the first inspection since transferring to Ofsted.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and motivated in their learning, they join in group games well, and are able to make their needs known. Children's behaviour is very good, they are able to share and take turns, they are aware of other children's feelings and respond appropriately. Children have good relationships with their peers and with adults. Through various planned topics and activities children are becoming aware of cultural, religious events and customs of countries throughout the world

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to speak confidently in large groups with peers and adults, they are able to listen, negotiate and discuss. Children listen and respond with enjoyment to stories, they participate and predict and have good knowledge of popular stories. They are aware that print carries meaning and is used for different purposes. Children have experience of writing and are able to form recognisable letters when writing their own names and simple words, they are able to link sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have opportunities to count, add, subtract, pattern, compare, sequence and match. They use mathematical language in everyday situations, and are able to estimate, for example how many knives and forks do we need at lunch time. They are able to solve simple problems through the activities provided. Children are able to count to ten and beyond as well as being able to recognise numerals from examples displayed around the room.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children confidently select tools and appropriate materials for building and construction. They are able to observe change when cooking and making play dough. Children have opportunities to use the computer and interactive toys. Whilst children observe items from the natural world there are some missed opportunities for them to fully explore this area. Children are introduced to different cultures and customs through planned topics and activities.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to move around the room confidently and safely, they have good control and spatial awareness which is gained during music and movement sessions. Children's hand/eye co ordination is encouraged through the use of small equipment in the garden such as balls and hoops, it is further encouraged by the use of tools during indoor activities such as scissors and pencils. Children would benefit in their physical development from the staff planning activities for the outside area.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have opportunities to develop their creative skills through music that they make by using instruments as well as singing and listening to music from a tape. Children enjoy being creative during role and imaginary play, making up stories and acting them out. They are able to self select materials in the art area and explore colour, texture shape, form and space in two and three dimension.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- ensure planning includes both indoor and outside activities and differentiation for all children.
- ensure that activities provide challenges for all the children.
- ensure that the setting has firm aims and objectives that are monitored and evaluated and that records are kept.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*