



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 107023

DfES Number: 535917

INSPECTION DETAILS

Inspection Date	03/06/2004
Inspector Name	Janice Clark

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Once Upon A Time Day Nursery
Setting Address	2-4 Downs Cote Drive Bristol Avon BS9 3TP

REGISTERED PROVIDER DETAILS

Name	The partnership of Once Upon a Time Day Nursery
------	---

ORGANISATION DETAILS

Name	Once Upon a Time Day Nursery
Address	2-4 Downs Cote Drive Bristol Avon BS9 3TP

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 has been registered since 1999. It is located in a private house in Westbury which is situated on the boundary of Bristol. Children under 18 months are cared for on the first floor in a play room, sleeping room and changing area. Older children have access to the three play rooms and toilet on the ground floor. There is a secure garden for children to play. The nursery opens Monday to Friday from 08.00 - 18.00 throughout the year except for Christmas week.

The nursery offers care for children up to five years. Currently 56 children attend throughout the week on a variety of sessions. There are 24 children receiving funding for nursery education; 12 are aged four years and the others are aged three. There are two children attending who have English as a second language and the nursery is currently supporting children with special educational needs.

There are nine members of staff who work with the children including the owner of the nursery who is a qualified early years teacher. Six members of staff hold a level three qualification in early years. They receive support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Once Upon A Time Day Nursery provides satisfactory care for children. The environment is welcoming for children and parents and the premises are clean and well maintained. Babies and toddlers are grouped in secure, stimulating surroundings on the first floor. Children over eighteen months of age share the ground floor, alternating between three bright and colourful rooms. There is sufficient room for children to play both inside and out. However, inappropriate grouping of the older age range of children sometimes leads to space being restricted. Temperatures in the nursery are not always maintained appropriately during the hot weather. There are sufficient, suitable, safe toys that promote all areas of development. All policies and procedures are in place but some require up-dating and lack necessary detail.

Most procedures are in place to promote children's safety in the nursery. Staff are active in promoting children's personal hygiene. Lunches and snacks are varied and nutritious but drinks are not always readily available. Staff have a good knowledge of the signs and symptoms of abuse and neglect. They are confident in their knowledge about the procedure to follow in the event of a child protection issue.

The nursery provides a wide range of stimulating activities for children to choose from including first hand experiences that help children to progress in all areas of learning. Young children are offered opportunities to explore a variety of sensory experiences. Staff support children well to ensure that they are able to join in all activities. Children's differences are acknowledged and valued. Behaviour in the group is good and staff value and encourage positive behaviour with praise.

The needs of the children are discussed with the parents on entry into the group and their wishes are adhered to. They are given general information about the provision when they first start the nursery. Policies and procedures are not easily accessible to parents.

What has improved since the last inspection?

During the last inspection the nursery was requested to review all policies and procedures to ensure that they are in line with the National Standards and to inform parents regarding the policies and procedures available to them. They were also requested to conduct a risk assessment of the premises identifying action to be taken to minimise identified risks, in particular a hazard in the baby room.

Since the last inspection the nursery has devised an operational plan. This ensures that staff are kept well up-to-date with policies and procedures and promotes continuity within the team. However, some policies and procedures still lack necessary detail including the attendance records for staff and visitors and the complaints procedure. Parents are informed that policies and procedures are available but these are not easily accessible. The staff carry out a risk assessment of the premises and the hazard identified in the baby room has been removed. However, there is still room for further improvement in this area.

What is being done well?

- Staff are deployed effectively ensuring all areas of the nursery are adequately supervised. Appropriate staffing levels ensure that staff spend good quality time with the children.
- Staff interact well with the children, they listen to them and question them appropriately. Children are interested in their play. Good use is made of the outdoor play space with opportunities for children to explore and investigate.
- Staff have a positive attitude to caring for children with special educational needs. They work with parents and outside agencies to ensure children's individual needs are being met.
- Friendly and approachable staff keep parents well informed about their children's care and development on a regular basis. Younger children have

daily written reports and older children have monthly diaries.

What needs to be improved?

- grouping of the three to five year old children, to ensure that the number of children playing in the Quiet Room is appropriate to the space provided and that the temperature in the nursery is maintained at an appropriate level
- safety, to ensure that children's drinks brought from home are adequately labelled and that all fire extinguishers are accessible
- drinks, to ensure that drinking water is made readily available to children
- documents, to ensure that the records of staff and visitors attending are maintained appropriately, that the complaints procedure includes the details of the regulator and that all policies and procedures are up-dated and made available to parents.

Outcome of the inspection

Satisfactory

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
4	Ensure that the number of children grouped in the Quiet Room is appropriate to the space provided and that the temperature of the nursery is maintained at the appropriate level.
6	Ensure that the children's drinks brought from home are suitably labelled and that all fire extinguishers are easily accessible.
8	Ensure that drinking water is made available to children at all times.
14	Ensure that all policies and procedure meet the required National Standards, that they are updated regularly and are accessible to parents.

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 good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Personal, social and emotional development, knowledge and understanding of the world as well as creative development are particularly well planned, children are making very good progress in these areas.

Teaching is generally good. Staff plan stimulating and interesting activities for children. They are enthusiastic in their teaching and provide many opportunities for hands on learning. However, the planning system is not entirely effective as not all areas of learning are receiving adequate, regular attention. For example, mathematical, physical development and communication, language and literacy. Staff are deployed well in the group and work well as a team. They speak softly to the children and this leads to a calm atmosphere, which promotes a good learning environment. Staff support children with special needs well.

Leadership and management is generally good. Regular team meetings ensure there is good communication within the setting. The nursery demonstrates commitment to the continual improvement of the educational provision for children through training and development. Planning, observations and assessments are used to assist in the evaluation of the provision. However, this is only partly effective as the observations are not used to inform planning and activities are not adapted to ensure all children's needs are met.

Partnership with parents is generally good. Parents are given very basic information about the educational provision. They share their knowledge about their children's development on entry into the group. Parents have opportunities both formally and informally to discuss their children's progress and development. They are encouraged to be involved in their children's learning at home through a book bag system but there is scope for further improvement in this area.

What is being done well?

- Relationships in the group are good. Children are confident to ask for help when it is required. They play well together and have a good understanding of taking turns and sharing. Behaviour is good.
- Staff have a positive attitude to caring for children with special educational needs. They work with parents and outside agencies to ensure children's individual needs are being met and to provide continuity of care. All children are encouraged to join in all activities.
- Excellent use of photographs further informs parents of their children's progress and the activities that their children have been involved in.

What needs to be improved?
<ul style="list-style-type: none">● monitoring of planning to ensure that all aspects of the six areas of learning receive sufficient coverage, for example, opportunities for children to experience a full range of large physical skills● activities, to ensure that they are adapted for younger children and that more able children have opportunities in everyday routines and situations to enable them to extend their skills for example, writing for a purpose, learning letter sounds and extending their understanding of number operations and to solve simple problems● information available to parents, to ensure that they are fully informed of the nursery's curriculum and the early learning goals and that they have more opportunities to be involved in their children's learning.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and eager to learn as they come into the group and leave their carers with confidence. They are learning to concentrate and quietly listen to a group story, interacting when appropriate. They are playing co-operatively as they play games together and learn the rules. Children are learning to be independent as they serve their own meals and help to tidy up.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and enjoy using speech to explore imaginative situations. They listen to stories such as 'Handa's Surprise' and are developing a love of books in a well stocked book area. Children are encouraged to write their own names. They practice writing in a variety of adult lead situations for example using sand, play dough and writing their own stories. However, there are few opportunities for children to write for a purpose in play situations or learn letter sounds.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count to ten and beyond. They are recognising and writing numbers during activities. They are using a range of mathematical language as they explore the shape, size and colour of fruit. They are learning about patterns as they explore and create their own sea creatures. However, older and more able children are not regularly encouraged to extend their understanding of number operations or solve simple problems in every day routines and situations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have opportunities to explore and investigate using first hand experiences such as rats, snakes and large snails. They show curiosity and delight as they experiment with different materials to make a volcano. They are learning about features of their environment as they visit the local park. Children are developing a knowledge of their own cultures and beliefs and those of others as they participate in interesting and varied themed activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are moving with confidence as they climb over and under obstacles and use their balancing skills as they use large apparatus such as a climbing frame. They manoeuvre bikes and wheeled toys around objects with safety. However, children do not have planned opportunities to practise a balanced range of large physical skills. Children are developing their small manipulative skills as they use cooking implements to mix together ingredients for baking biscuits.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children are exploring a variety of textures in two and three dimensions as they design a dinosaur island out of paper mache` and other materials. They are enjoying singing familiar songs and learning new ones such as 'A crocodile swam in the water'. Children are engaged in role play, act out familiar experiences and invent new ones in a well furnished home corner. They use their imagination and knowledge of marine life to create sea creatures out of junk materials.	
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

- continue to develop and monitor planning and assessments to ensure that activities are adapted appropriately to meet the needs of all the children and that all aspects of the six areas of learning receive sufficient and regular attention. In particular, communication, language and literacy, mathematical and physical development.
- ensure that parents are fully informed of the nursery's curriculum and the early learning goals and that they have more opportunities to be involved in their children's learning.

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.