



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 116178

DfES Number: 512269

INSPECTION DETAILS

Inspection Date 20/11/2003
Inspector Name Jamila Aslam

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Once Upon A Time Day Nursery
Setting Address Blair Atholl, Ashfield Avenue
 Feltham
 Middlesex
 TW13 5BB

REGISTERED PROVIDER DETAILS

Name Ms Lorna Hackland

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 moved into the present premises in April 2001. The owner also operates three nurseries in the Hillingdon area.

The nursery is a double fronted house in a residential road in Feltham, and has a large garden at the rear of the premises.

There are currently 47 children on a roll, aged 3 months to 5 years. This includes seven funded 3 year olds and 2 funded four year olds. No children currently attend with Special Educational Needs, and one child attends who has English as a second language.

The nursery opens five days a week and operates from 7.45 am - 6.00pm, all year round.

The nursery meets staffing qualifications and staffing ratios. Two staff are NVQ Assessors, and the manager and owner are trained in the High Scope Curriculum.

The nursery is a member of the Hounslow Early Years Partnership.

How good is the Day Care?

Once upon a time nursery provides good care to children.

There is a clear operational plan in place. In the baby and toddler room the staff team work well together and staff support is good.

In Pre school 1 and 2 the staff generally work well together, however there are certain times during the day when children are grouped in a larger group, with one member of staff, therefore compromising the care and attention given to the children. During story time and the singing session children were not fully participating.

The nursery have an excellent supply of toys and activity resources, which are regularly replenished, are clean and well maintained. Staff have a good awareness

of safety issues for children with clear written policies and procedures in place to protect the children. However there is a lack of awareness of potential risks within some areas of the premises that are accessible to the children.

Good hygiene standards are promoted and up to date and accurate health information and records are kept.

Opportunities for stimulating play and learning are generally good, however there are inconsistencies in the pre school rooms. Activities are well planned to meet the age and stage of all children to extend their learning. However there were a number of missed learning opportunities in the pre school rooms.

There are good systems in place to monitor children's progress and development and children's behaviour is managed well.

Partnership with parents is satisfactory. Parents are welcomed into the nursery and there are systems in place to ensure they are kept informed about their children and the operation of the nursery. The parent questionnaires returned with a common theme, that the pre school groups do not always keep parents informed about the children's developmental progress.

The nursery has the required documentation in place which was available for inspection.

What has improved since the last inspection?

At the last inspection the nursery agreed to conduct a risk assessment identifying action to be taken to minimise risks from portable fans in the upstairs rooms, develop and implement an action plan detailing arrangements for staff to minimise the number of carers for the individual child, develop and implement an action plan detailing how at least 50% of staff caring for babies are qualified and have received training in this specific area, and develop and implement an action plan whereby the duties of the SENCO (Special Educational Needs Co-ordinator) do not conflict with the duties of the supervisor in charge of the baby unit.

The fans have been replaced with ceiling fans, the key workers have now been working within their own rooms for the last 18 months, unless there have been staff shortages or new staff joining the nursery. There are now 2 staff working with babies who have been in baby room for the last 18 months. 1 staff has CCE, another NVQ level 3, leader has NNEB and the manager and the deputy are the named SENCO as well as the nursery having an area SENCO.

What is being done well?

- The nursery ensure that staff caring for children under two years are competent and have suitable experience and qualifications to do so.
- The nursery is well resourced for toys and equipment. Children can play happily together in groups and the resources are clean, well maintained and regularly replenished. The toys are anti discriminatory and reflect positive

images of race, gender and disability.

- There is a strong emphasis on equal opportunities throughout the nursery. Staff have a good understanding of the children's individual needs, and celebrate and acknowledge a range of festivals from a variety of different cultural backgrounds.
- The nursery creates an environment that encourages good behaviour, staff are confident in their management of children's behaviour. Children behaved well and have good relationships with the staff.

What needs to be improved?

- the grouping and deployment of staff in the pre school room, particularly during group times so that children are fully engaged in
- learning opportunities
- safety in the garden at the rear of the premises
- the feedback to parents explaining the children's day in the pre school room

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
2	Ensure staff are deployed effectively in Pre school 1 and 2 and children are grouped appropriately to meet the children's individual needs.
6	Ensure the garden at the rear of the premises is safe and free from hazards.
12	Address issues identified in parents questionnaires including information given to parents regarding progress of their children

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

How effective is the nursery education?

Once Upon a Time Nursery offers generally good nursery education.

Children make good progress in creative development, they show a love of books and stories and enjoy interesting, well planned outings. Older children can write their own names and children are keen to write. This is due to a good range of resources that children can select independently. Children form good relationships with each other and with adults and this fosters confidence. Staff have high expectations of children's behaviour and children are generally well behaved.

The quality of leadership and management, teaching, partnership with parents and children's progress in mathematics has some good aspects but also some significant inconsistencies.

Staff possess an understanding of the areas of learning. Overall this gives children access to a balanced curriculum. However staff often miss opportunities to provide challenge for children especially regarding their mathematical understanding. Children are not always encouraged to use their initiative in practical activities or in daily routines.

The assessment of children's learning matches the stepping stones and informs short term plans. However staff do not always use the information about children's individual achievements to focus their teaching.

Children with special needs and English as a second language are supported by staff and are included in activities, although this is not clear in the planning. Children's physical development is supported by use of the outdoor area year round, although this requires more careful planning to promote children's learning.

The leadership and management have a commitment to training and supervision although the outcome on the effectiveness of teaching and children's learning is not effectively monitored.

Parental involvement is encouraged. Parents are informed about the curriculum but would benefit from additional information on children's progress.

What is being done well?

- Most children form good relationships with adults and with each other. They are generally well behaved and co-operative play is encouraged.
- Many children are confident talkers. They engage in meaningful discussion with each other and adults and use conversation to negotiate roles and play. For example during outdoor play one child said he was the train driver on the tricycle with a 'carriage'. He identified his passengers telling everyone to "get

on now" and asked his friend to help push the carriage while he peddled up a slope.

- Staff plan a range of interesting outings to reinforce children's learning in different areas and to help them learn about their local community. For instance a carefully planned trip using buses and the underground to see the different planes at the airport.
- Children really enjoy handling and exploring the good range of books in the book corner. They treat books with respect and manage them appropriately. They try to follow a story on their own or ask for the support of staff.
- The staff plan a range of activities to cover all areas of learning that are based upon what children know and can do as they begin the pre-school phase of their care.

What needs to be improved?

- The system for observing children's progress along the stepping stones to regularly inform the short term planning especially for individual children.
- The system for planning outdoor activities and experiences to make the best use of this resource and to ensure children's progress towards the early learning goals.
- Opportunities for children to attempt writing for different purposes such as lists and to use phonics for sounding and spelling simple words.
- Teaching in regard to the use of questioning and reflecting in adult led activities, to encourage children to use language for thinking. For example encouraging children to talk through what they are doing and to make connections with ideas to explain what is happening and what might happen next.
- The teaching of activities and the organisation of everyday routines to improve the use of mathematical language and to provide greater opportunities for children to calculate and attempt mathematical challenges.
- Opportunities for children to learn personal independence and self care in every day routines. For example knowing when and how to use the toilet and putting on and fastening coats and shoes and serving themselves at break and lunch times.
- The systems used for sharing information with parents to be used consistently and include relevant information about children's educational progress. This is identified as an area of development by the management team.
- Opportunities for children to have access to computers as part of every day activities to consolidate their learning and extend their familiarisation with basic technology.

What has improved since the last inspection?

The management and staff have made some progress since the last inspection.

The records of children's attainment are directly linked to the stepping stones and progress is dated and entered into individual, learning area records. Staff have recently attended training on making day to day observations of children's progress. This is still to be implemented. Staff use the learning area records in two monthly planning meetings to organise a range of activities to challenge children. The observation and assessment processes need to be developed further. This is to inform future short term plans in a more consistent way and to identify the next steps for learning particularly for individual children.

The management team has organised access to an independent, early years computer specialist who offers sessions at an additional cost. This is not included as part of the nursery's curriculum. Children have access to a range of programmable toys such as tape recorders and telephones which they use during their activities. A computer and relevant soft ware were purchased but have been out of commission for some time as the computer is faulty. The staff have not received any training in the use of computers in early years settings. This area needs further development.

The staff plan adult led activities matching movements to music and children enjoy group singing with actions. Some older children can sing simple songs such as 'twinkle twinkle traffic lights'.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. Overall they relate well to each other and adults and good behaviour is encouraged. Children display a high level of involvement in activities, selecting and using resources confidently. Everyday routines do not always provide good opportunities for self care and personal independence such as dressing to go out. Children learn about different cultures and children with special needs and English as a second language are supported.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in this area. Most children are confident speakers and engage in conversations with each other and adults. The use of phonetics for spelling and sounding words is not clear. Children with English as a second language are included in activities but this is not evident in the plans. Children enjoy a good range of books and treat them with care. They practice writing and can make marks with different resources although writing for a purpose is limited.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children make acceptable progress in this area. They compare shape, size and pattern, matching puzzles and wooden blocks. Some mathematical language such as, "there are lots of bikes" is used by older children but this needs to be developed further especially in everyday routines and activities. Many children can recognise numbers and count up to and beyond 10. Children rarely refer to calculation to explain activities such during a planned cooking activity or as part of daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in this area. They construct using different resources and discuss each others lives and celebrate different festivals. They re-create the world about them and investigate how things work through role play in the home corner. Children learn about their local community through interesting outings such as a trip to the airport on public transport and to see living things at the river. Access to computers is not planned as part of the nursery curriculum.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. They move confidently and imaginatively, showing awareness of others. They use a range of small equipment with increasing dexterity for example scissors and pens/crayons. Children's physical development is supported by use of the outside area all the year round but this could be planned more carefully to help children progress along the stepping stones of learning. For example opportunities for children to climb over, under and through.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children make good progress in this area. They enjoy role play using well planned resources. They make up their own scenarios such as boarding the train and playing in the home corner. They explore different materials and media for example in junk modelling and respond to different experiences in a 'taste test' activity. They enjoy music, singing and moving to songs, and explore the sounds made by the good range of musical instruments.

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

- Evaluate and improve the system for observing children's progress along the stepping stones and use these more regularly to inform the short term planning especially for individual children.
- Improve opportunities for children to attempt writing for different purposes and to use phonetics in sounding and spelling simple words.
- Evaluate and improve the use of questioning and reflecting in adult led activities, to encourage children to use language for thinking.
- Evaluate and improve the teaching of activities and the organisation of everyday routines to improve the use of mathematical language and to provide greater opportunities for children to calculate and attempt mathematical challenges.
- Improve opportunities for children to learn personal independence and self care in every day routines.
- Improve opportunities for children to have access to computers as part of the provision for nursery education.

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.