

# Once upon a Time (1-5)

Inspection report for early years provision

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**Unique reference number** 139098  
**Inspection date** 02/09/2010  
**Inspector** Anne Faithfull

**Setting address** 1st Uxbridge Scouts Hut, Rockingham Road, Uxbridge, UB8 2UW  
**Telephone number** 01895 255479  
**Email** lornahackland@aol.com  
**Type of setting** Childcare on non-domestic premises

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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Once Upon a Time Nursery registered in 1989 and is part of a private chain of nurseries and four after school clubs. The nursery operates from a scout hut in Uxbridge, close to the town centre. The nursery provision has sole use of the premises during the day. The nursery operates from two rooms and children have access to an outdoor area. Children attend from the local surrounding areas. The nursery is open five days a week from 8.00am to 6.00pm all year. The nursery is registered for 42 children on the Early Years Register and is also registered on the compulsory part of the Childcare Register.

There are currently 30 children on roll. The nursery is in receipt of funding. The nursery is able to support children with learning difficulties and disabilities, and children who speak English as an additional language. There are 12 staff members employed to work directly with the children, and all of the staff hold relevant early years qualifications. The nursery operates the High Scope method of teaching and has been awarded an accreditation from the Pre School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are incredibly confident, happy and secure in the nursery. Every child is valued and have their individual needs met exceptionally well. The highly dedicated, knowledgeable and totally committed staff team in place clearly recognizes the uniqueness of each child. Excellent relationships are in place between staff and parents. Comprehensive self-evaluation methods ensure the management team and nursery staff frequently review their practice. This ensures they are extremely well placed to maintain continuous improvement to enhance children's care and learning.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing opportunities for children to access the outdoor area in all weathers to further promote their learning and development.

## The effectiveness of leadership and management of the early years provision

The nursery is exceptionally well managed and organized. Staff work well together and share a strong team ethos. Children benefit from the very stable,

knowledgeable staff team in place, many of whom have worked at the nursery for a number of years. Children's safety is given the highest priority. Safeguarding procedures are robust, regularly reviewed and all staff are fully aware of their responsibility to protect the children in their care and the procedures to follow if they have any concerns. Excellent recruitment procedures and the staff appraisal system ensure all staff remain suitable to work with the children. All visitors are required to sign in and time of arrival and departure is recorded. An extensive range of rigorous risk assessments are in place covering all areas of the building and outings and the daily checks completed by staff ensure risks to children are identified and minimized. Children can independently access a wide range of stimulating and fun resources and equipment both inside and outside. They can choose to free flow between the indoor and outdoor areas most of the time, however currently they do not access the outdoor area in some weather conditions to experience for example, playing in the rain. Children are becoming aware of differences, including disability, through the display of positive images and the use of resources that promote diversity. Children who attend with English as an additional language are supported well and staff ensure they can access words in their home language. Children learn about the wider world and the lives of others in a variety of ways including visits from other professionals involved in the community such as, policemen and parents talking to children about their cultures and countries.

All staff are highly skilled and enthusiastic in providing a rich environment full of opportunities and activities which children thoroughly enjoy and participate in. They regularly attend training to increase their knowledge and share their expertise in inclusion with other local childcare professionals and settings. Purposeful and relevant planning for each individual child ensures that all areas of learning are covered effectively. Staff have a very sound working knowledge of the early learning goals and ensure that these are fully covered during focused and child-initiated play. All staff make frequent observations that are used very effectively to assess children's progress and to inform future planning for each child. Each child has their own file which includes examples of their work, photographs and observations. These files are readily accessible to the parents to keep them informed of their child's progress and development.

Strong partnerships are established with parents/carers and health professionals, ensuring children's individual needs and requirements are consistently recognized, planned for and addressed. The nursery is developing ways to further enhance the partnerships in place with other settings to share information when required. Parents make many positive comments including how their children thoroughly enjoy coming to the nursery and the support they receive from the excellent caring staff team in place. Information is gained from the parents regarding their child's development and learning and all written consents are in place before a child starts. A good range of information is displayed for parents in the entrance to ensure they are kept up to date of any events, health issues and plans in place. The dynamic owner, manager and staff all share the same vision for the nursery and together they evaluate the nursery in a variety of ways and continually share their individual thoughts and ideas. They are all totally committed to ensure the nursery continually improves and develops and that all the children receive

excellent care and outstanding opportunities to learn and develop.

## **The quality and standards of the early years provision and outcomes for children**

Children thrive and flourish in this stimulating environment and consequently make very good progress in their learning and development. Children develop very strong attitudes towards learning in the calm, family atmosphere where staff support children in making decisions for themselves for example, they talk to the children about the activities and experiences which they can independently choose to participate in throughout the day. The staff create an exceptional caring, safe and secure environment where children are inspired to learn. They remind children at the morning get together about any special visitors expected that day and events such as, for some children it is their last day as they are moving onto school. Children demonstrate a very strong sense of belonging and show care and concern for each other. For example they spontaneously hug each other and staff members and tell them how much they will miss them when they leave. Children readily talk to the inspector about the many reasons why they enjoy coming to the nursery including the fantastic leaving party they all participated in recently. Staff know children exceptionally well and excellent relationships are established and maintained. They readily listen to children's ideas and thoughts and children's contributions are always acknowledged and acted on. Children's behavior is exemplary as staff are excellent role models and when required remind the children of the High Scopes six steps to conflict resolution and other rules such as, walking indoors and using your kind hands. Children enjoy making positive contributions to the routine of the day for example, they help to tidy up when they hear the tidy up song.

Children readily help to make craft resources such as the strawberry milkshake play dough and the corn flour paste. They then explore and create using a range of materials such as cutters and brushes to make different patterns in the paste and make shapes out of the play dough. Children enthusiastically participate in fundraising such as, the big toddle and send cards and pictures to children the nursery sponsors in other countries. This also gives them the opportunity to find out about the lives of children in different countries. Children enthusiastically participate in a range of role play situations such as pretending they are making magic present by waving a wand over a toy under a blanket. They show great delight when the magic toys appear and take turns to be the magician. Children readily participate in stories using the toys from the story sack to help act out the story and enjoy experimenting with different musical instruments and readily listen to the different sounds made. Children access a wide range of natural materials including fir cones and create a range of pictures made out of the different leaves they have collected from the garden. Children are given time to explore and create at their own pace and staff readily praise their individual achievements. They proudly show their parents and friends items of their work which are effectively displayed at their height by staff giving them a sense of belonging. Children are encouraged to learn about numbers and shapes in everyday routines for instance, counting the number of children in the queue and talking about the shape of the

fruit they are eating at snack time.

Snack and mealtimes are very sociable occasions where children and staff talk about their day and older children serve themselves. Children talk to each other about how sweet and sour chicken is, one of their favorite meals and readily enjoy second portions. They readily talk to the cook and staff about the snacks and meals provided and are very aware of healthy eating issues. Children are very aware of health and hygiene routines in place such as, washing their hands before snack and cleaning their teeth after tea. They have many opportunities both inside and outside to develop their early physical skills for example they balance on the blocks outside and participate in daily musical and movement sessions.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met