

Once Upon A Time Day Nursery

Inspection report for early years provision

Unique reference number	107023
Inspection date	21/02/2011
Inspector	Barbara Walters

Setting address	2-4 Downs Cote Drive, Bristol, Avon, BS9 3TP
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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*.

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Description of the setting

Once Upon A Time Day Nursery has been registered since 1999 and is privately owned. It operates from a converted private house in the residential area of Westbury-on-Trym, Bristol. The children use both floors of the property and there is a secure garden for outdoor play. The nursery is registered on the Early Years Register.

A maximum of 30 children may attend at any one time. There are currently 58 children aged from six weeks to under five years on roll, some in part-time places. Of these, 15 children are in receipt of funding for nursery education. The nursery supports children who have special educational needs and/or disabilities. There are 11 members of staff who work with the children, of these nine are qualified in early years to level 3 and above. The owner of the nursery is a qualified early years teacher. The nursery receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Knowledge of each child's individual needs ensure that staff promote most aspects of children's welfare and they are making sufficient progress in their learning and education. Children enjoy their time at the setting and are generally supported to be safe and enjoy a healthy life-style. Close working relationships with parents and effective information sharing ensure children are well supported. The setting has begun to reflect on practice, although systems to identify the strengths and priorities for development have yet to be fully implemented.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop staff understanding of how to support and challenge individual children to help them take the next steps in their learning
- improve the risk assessment to include all aspects of the settings and when children are taken on outings
- improve the use of self-evaluation, to identify the strengths and priorities for development that will promote outcomes for children

The effectiveness of leadership and management of the early years provision

The nursery demonstrates a sound commitment to continuous improvement. For example, staff attend regular training which is then fed back and discussed at staff meetings and the recommendations from the last inspection have been met. Staff

have begun to make use of self-evaluation and some areas for improvement have been identified, such as developing the children's awareness of their local community. However, an overall self-evaluation of practice that would identify areas for further development is not yet firmly established. Procedures are in place to ensure the suitability of staff to work with children to ensure their welfare is supported. All records pertaining to accidents, the administration of medication and parental consents are suitably organised to promote the well being of children. Staff have a suitable understanding of child protection issues and knowledge of what to do if there are concerns about a child in their care. Staff are aware of safety issues and complete a daily check to ensure potential hazards on the premises are minimised. However, children's safety is not fully promoted as the written risk assessment does not include everything which a child may come into contact with and when children are taken on outings. Staff have a suitable awareness about how to include all children and involve them in play. For example, a visual display is used to help children understand the daily routine and what comes next. Staff make use of a suitable range of resources to support children's learning. Children benefit from play in the different areas of the setting which is used to offer maximum enjoyment for the children and they freely move around their play place choosing different activities. The provider is allowing children to use the conservatory which their conditions of registration do not permit. This is an offence unless the provider gives a reasonable excuse. Ofsted does not intend to prosecute on this occasion.

Staff work closely with parents to provide continuity of care and support for the children. Parents are involved in completing an 'All about me form' when children first attend which help staff to meet children's individual needs. Quality information is shared on a daily basis through messages on the white board which informs parents of the activities that the children have taken part in and involve them in their child's day. Parents comment that staff communicate well and they are kept up-to-date with the daily activities and that children are happy. The manager is aware to develop links with other providers delivering the Early Years Foundation Stage to ensure appropriate information is exchanged about children's care and learning needs should children attend other settings.

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

Staff create a relaxed environment and interact warmly with the children to support them in their play and feel settled. Children are involved with a balance of adult and child-led activities which help them to make some progress in their learning. For example, children enjoy listening to and joining in with stories, and confidently share their opinions of the characters in the book. Younger children happily join in singing rhymes with their friends and they are beginning to represent numbers in their songs by using their fingers to count numbers. They take it in turns to pick a toy from the toy sack and decide which songs to sing, which helps to promote their self-esteem. Staff generally encourage children to join in for example, by clapping in time to the tunes. Staff use sound questioning to help children develop their thinking and begin to problem solve for example, children explore where milk comes from during snack time and which fruits they

like. However, staff support is not consistent and activities are not always used effectively to extend children's individual understanding and help them to take the next steps in their learning.

Children follow suitable hygiene routines by gentle reminders by staff to cover their mouths when they cough. Children have a range of fruits at snack time and are offered a range of nourishing meals to encourage new tastes and to develop an understanding of making healthy choices. Children begin to learn about keeping themselves safe for example, by sitting carefully on the chairs and helping to clear away their toys from the floor to prevent tripping. Children have daily opportunities to play outdoors. They develop their motor skills as they run around and expend their energy. Children play cooperatively together. Group time encourages children to listen to others, take turns and share their experiences. Good behaviour and achievements are valued and they are rewarded with stickers, which help children to develop responsible behaviour and feel secure.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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