

Once Upon a Time - NCN - City Adams

Inspection report for early years provision

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Inspector ISP Inspection

Setting address New College Nottingham, Stoney Street, NOTTINGHAM,
NG1 1LH
Telephone number 0115 9104680
Email
Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Once Upon a Time Nursery is part of New College Nottingham and was registered in 1999. It operates from a five-storey building and the nursery operates from the ground floor in the centre of Nottingham. The nursery serves the students staff and private of the local and wider community. The nursery is accessible to all children and there is a fully enclosed area for outdoor play.

The nursery is open each week day from 8am to 6pm with the exception of public holidays and two weeks at Christmas. Children are able to attend for a variety of sessions. A maximum of 50 children may attend the nursery at any one time. There are currently 65 children attending who are within the Early Years Foundation Stage. The nursery / pre-school is registered on on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery / pre-school provides funded early education for three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional.

The nursery employs 14 members of child care staff. Of these, 2 hold appropriate early years qualifications at Level 2 and 11 at Level 3 or above. The nursery / pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff are enthusiastic and committed to supporting children's learning and development and they have a very secure knowledge of the Early Years Foundation Stage. As a result, children make excellent progress towards the early learning goals. A strong emphasis is placed on valuing the uniqueness of each child and highly effective partnerships with parents, other providers and agencies means that children's individual needs are consistently met. Managers and staff have a clear vision for the setting and are pro-active in ensuring they effectively review and evaluate practice in order to highlight strengths and areas for continued future development.

What steps need to be taken to improve provision further?

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

- review use of resources to extend opportunities for children to have less structured access to the outdoor play area.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure and welcoming environment. Staff ensure they assess and successfully limit risks on a daily basis through visual checks of the environment, equipment and resources. Comprehensive and detailed written risk assessments are completed and reviewed regularly. Adult:child ratios are very well maintained and children are closely supervised by staff in order to promote their safety at all times. The knowledgeable and enthusiastic staff group work exceptionally well together, as a team and support and acknowledge each others skills and strengths. Robust procedures for the safe recruitment and checking of new staff ensures that children are cared for by suitable and qualified adults. The induction process and ongoing support systems for staff are very effective which means they have an excellent understanding of how to fulfil their role and are constantly able to update their knowledge and practices. Children's welfare is effectively promoted because staff have an excellent understanding of what child abuse and neglect means and of their responsibility to protect children from harm. They have ready access to a comprehensive safeguarding policy to underpin their knowledge and are fully confident with the action to be taken in the event of any concerns about a child or allegation of abuse.

The premises and resources are very well-organised to meet the needs of all children and the warm and welcoming staff group helps to ensure that children and their parents feel comfortable and confident in the setting. An effective key worker system enables staff to establish close working relationships with parents from the onset and the detailed and regular exchange of information ensures that children settle quickly and that their needs are met. Parents are kept fully informed of their child's care, welfare and learning through informal daily discussions and diaries, parents meetings and access to children's individual records and files on a regular basis. Staff work closely with parents to ensure that they are provided with the information that they want in the way that they want it and have also implemented a number of new initiatives to promote working in partnership with parents. Staff are experienced in working with other agencies and relevant professionals to support the identification and inclusion of children with special educational needs and/or disabilities. Effective systems are in place to ensure children with English as an additional language are fully included in all aspects of the setting. The setting is highly committed to working in partnership with others and are aware of the benefits of establishing links with other early years providers, such as, other nurseries and schools.

The capacity for continuous improvement is excellent. Managers and staff are secure and confident in their roles, are enthusiastic, well-motivated and dedicated in their approach. Consequently, this helps to create a positive, happy and enabling play and learning environment for children. Robust procedures are in place to monitor and reflect upon the provision and managers and staff work effectively together. In addition, parents feedback their comments through regular questionnaires and discussion. Consequently, clear priorities for future development have been identified to continue to improve outcomes for children.

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

Throughout the nursery children have excellent access to a wealth of resources and equipment which is appropriate to their individual needs. Staff are clearly aware and confident of the learning and development requirements of the Early Years Foundation Stage and plan effectively to ensure children receive an interesting and challenging range of experiences across all the areas of learning. Effective systems for undertaking observations of the children are well established and clearly indicate their achievements. In addition, staff's strong knowledge of individual children and the excellent relationships with parents means that the activities and experiences they plan reflect the uniqueness of each child and focus on individual next steps.

Children's knowledge and understanding of the world is exceptionally well-promoted because differences are recognised and valued. For example, significant events are celebrated and children have excellent access to a broad selection of toys and resources reflecting diverse languages, lifestyles and practices, which, become an integral part of the setting. Children are valued as individuals. For example, staff learn a few words of a child's home language to greet them, and encourage children to bring in photographs of home or significant events in their lives which they can make into books to share with others. Staff promote a calm and caring atmosphere where children develop positive relationships with their peers and staff. As a result, children feel safe and secure and are confident to approach adults. Realistic rules and the consistent management of unwanted behaviour throughout the nursery means that children understand what is expected of them and helps them to form harmonious relationships with their friends. For example, children are encouraged to taking it in turns with toys and equipment and being nice to each other. They have high self-esteem and confidence because they feel secure in the environment and there is huge emphasis on celebrating children's achievements and positive behaviour.

Children enjoy exploring and experimenting with different textures and materials and use their imagination well as they play. For example, whilst feeling the sand on their hands, or playing with water, making bubbles through straws and hiding the small water creatures for someone else to find. Children have excellent access to an extensive range of creative materials whether it be painting pictures with brushes or hands or making junk models to take home and share with their parents. All children are encouraged and show their knowledge and understanding of technology and computers and they have excellent access to a wide range of appropriate toys and equipment. For example, computer programmes where older children are adept and skilful at using the mouse to navigate around the screen, with very young children that enjoy pressing buttons on battery operated toys that light up and play music. Problem solving and counting activities are abound throughout the setting and staff make good use of spontaneous opportunities to promote children's learning. For example, they routinely count when lining up to play outside or during play.

Children have good access to be physically active as they take it in turns and have

daily opportunities to access the outdoor play area. However, due to the nature of the building opportunities for this to be spontaneous are often restricted. Children's health is extremely well promoted across the nursery. Children across all group rooms consistently implement healthy practices through their daily routines. For example, washing hands independently or with support before eating. Staff are extremely careful to ensure they know how to manage any specific health or dietary needs and effectively and sensitively implement the appropriate procedures when a child becomes ill. Staff are consistently aware of children's individual care needs, for example, recognising when babies need to sleep and checking them regularly to ensure they are appropriately reassured when they wake. Children readily enjoy their appetising meals which are freshly prepared from fresh ingredients. For example, young children skilfully and enthusiastically use their spoons and forks to feed themselves. Children learn about their own and others safety through purposeful quality experiences and planned activities. Such as, using equipment safely and by welcoming and meeting individuals from the local community, who talk and share their experiences and knowledge with the children.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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