

Once Upon A Time Day Nursery

223 Passage road, Brentry, Bristol, BS10 7DL

Inspection date

27/03/2013

Previous inspection date

07/02/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Children's health and well-being is compromised as staff do not consistently obtain written permission from parents prior to administering medication or keep a written record each time medicine is administered.
- Children's safety is at risk as safety gates on the stairs are broken and at times left open. Children in the baby room can access unsuitable equipment such as electric heaters.
- Children are not provided with an educational programme that provides sufficient interest and challenge as the quality of teaching is not monitored.
- Children's development is not fully supported as staff do not always use their observations of children's progress to plan for individual children's next steps in learning.
- Children's development in the baby room, particularly their physical development, is hindered as the learning environment is disorderly and resources are of a poor quality.

It has the following strengths

- Children's dietary needs are met through healthy, home-cooked meals and snacks.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed practice in all of the rooms.
- The inspector spoke to the manager and deputy throughout the inspection.
- The inspector reviewed a range of policies and documentation.
- The inspector reviewed planning and assessment documentation.
- The inspector observed the lunch time routine.

Inspector

Jacqueline Hardie

Full Report

Information about the setting

Once Upon A Time Day Nursery is one of two privately owned nurseries. It opened in 2007 and operates from a converted house in the Brentry area of north Bristol, close to local amenities. Children are divided into three groups according to their age, with children aged from six weeks to 18 months situated on the first floor. There is a fully enclosed area for outdoor play. The nursery is registered on the Early Years Register. There are currently 60 children on roll. The nursery supports children who have special educational needs and/or disabilities and children who speak English as an additional language. The nursery opens five days a week all year round from 8am to 6pm. The owner, who is a qualified teacher, employs a manager who has a level 4 early years qualification. She is supported by nine members of staff; of whom, seven have achieved level 2 or above early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure written permission for administering medication is obtained from a child's parent or carer and keep a written record each time medicine is administered to a child
- ensure the premises are safe for children to use, particularly by ensuring safety gates are safe and secure, and that electrical heaters do not pose a danger or risk to children
- improve staff's understanding of the learning and development requirements so they provide challenging and enjoyable experiences for children in all areas of learning; use meaningful observations and assessments of children's learning to identify their next steps by planning for individual children, taking into account their interests and capabilities
- improve the programme for physical development by: having spaces indoors for babies to move, roll, stretch and explore in safety; offering low level equipment so babies can pull up to standing, shuffle or walk; providing push along toys and trundle trikes indoors and by supporting and encouraging babies' drive to stand and walk
- improve the systems for monitoring the provision and staff practice in order to identify strengths and priorities for development in order to foster a culture of continuous improvement, particularly with regard to children's learning and development and their safety
- ensure that equipment is organised to meet the needs of babies and provide a stimulating range of resources to support planned, purposeful play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children do not make satisfactory progress from their starting points. This is because staff working with the babies and toddlers do not have a secure understanding of the learning and development requirements of the Early Years Foundation Stage framework. Consequently this has an impact on the youngest children's learning and development.

Staff carry out observations and assessments of children at play across the nursery, but they are not always meaningful. For example, staff have developed assessment folders for

each child; they clearly show children's progress and identify their next steps in learning. However, in addition to this information they produce long narrative observations that are time consuming and do not provide them with any more information about children's progress. This means that as they are writing they do not interact with and support the children during their play to challenge and extend their learning. Planning systems are in place, however, although children's next steps in learning are identified these are not consistently used to inform planned activities. As a result children's development needs are not fully supported and activities are not always matched to their stage of development.

Children in the baby room are not provided with activities that are meaningful or that offer them choice. For example, during a painting activity all children in the room are strapped into high chairs without being given a choice or an explanation about the activity. Children are all given the same coloured paint, shape of paper and sponges to use. This prevents children from exploring and developing essential skills, which will enable them to become creative, independent thinkers. Children's language skills are not supported well in the baby room as staff do not engage in meaningful conversation that encourages children to use single words and simple sentences. This has a direct impact on children developing an understanding of language. Children's listening skills are supported in the pre-school room as the deputy manager reads a popular story about a caterpillar. She ensures all children are engaged with the story as she provides them with pictures of the food the caterpillar eats. She asks them open-ended questions, which helps children understand the story. Children in the pre-school room develop their pre-writing skills as they make shopping lists with their key persons. This helps to support the first stages in writing.

Children in the baby room do not have sufficient opportunity to play and investigate, as the learning environment is disorderly and poorly thought out. Staff fail to provide children with stimulating resources that they can choose and play with how they wish. For example, books are untidily stored which prevents children from choosing them easily. The majority of toys are plastic and are of a poor quality. Consequently, they do not provide opportunities for children to use their senses to explore and engage in meaningful play that will support their learning and development. Children in the pre-school room are provided with a learning environment that is appropriately organised and provides opportunities for children to engage in learning. For example, children can independently access a messy room where they can be inventive, resourceful and help to develop their thinking skills as they develop and test their ideas. These skills encourage children to persist when challenges occur and prepare them for their next stage in learning such as going to school.

Parents are involved in children's learning at nursery as information is shared on a daily basis with them through discussions and written diaries. They also have access to their children's development records and are invited to parents' meetings. This helps to ensure a two-way exchange of information to support their child's learning.

Staff are not vigilant enough to ensure children are kept safe as they do not identify potential risks to children's safety. For example, stair gates are not consistently closed or maintained to ensure they are in proper working order. When young children have their nappies changed they are able to crawl or walk near the gates. If children lean on them it puts their safety at risk as the gates are not secure. In addition, equipment that is unsuitable for children is left in the baby room. For example, an electric heater that was still connected to the mains was left in the baby room and accessible to children. This has a direct impact on the safety of the children. In general, children are happy to be at the nursery as staff develop bonds and attachments with them. However, children's individual needs are not appropriately met.

Children benefit from nutritious, well-balanced meals and snacks. Their dietary requirements are known and suitably considered. Children behave appropriately as staff provide them with clear boundaries and expectations.

Children have a range of physical play equipment outside. However, when the weather is poor children in the baby room have limited opportunities to be physically active. This is because they do not access outdoors and similar opportunities for physical play are not provided indoors. This impacts on the development of children's skills such as standing, crawling, climbing, exploring and balancing. Pre-school children have plenty of opportunities for fresh air. They access outdoors throughout the day and use equipment such as bikes, trikes and a trampoline. This helps to support older children's good health and physical development.

Transitions between rooms are supported well. Children have the opportunity to spend time in their new room with their key person so they feel familiar with their new environment. This helps children feel secure.

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

The nursery has failed to fulfil legal responsibilities regarding the health and well-being of children. For example, staff in the baby room do not obtain written parental permission to administer medicine. In addition they do not consistently keep a record each time medicine is administered. This has the potential to impact on children's health and well-being.

The manager carries out staff appraisals and supports them to access a range of training courses. However, staff are not effectively monitored and the manager does not sufficiently check the quality of teaching. For example, gaps in staff's knowledge in the baby room has resulted in an educational programme that does not reflect the needs, abilities and interests of the children.

The manager demonstrates through self-evaluation that she is keen to improve the nursery. For example, she has devised a development plan with the support of the local authority and has included the opinions of staff and parents. However, priorities for improvement are not clearly identified and this has a direct impact on the learning, development and safety of children.

There are appropriate written policies and procedures in place in relation to child protection. All of the staff team have a satisfactory understanding of their role and responsibilities in relation to protecting children. For example, staff are aware of the signs and symptoms that a child may be at risk of harm and the procedures to follow in the event of concerns.

The nursery has developed appropriate relationships with parents and through discussion they understand the benefits of working in partnership. Staff provide opportunities for parents to take home their child's learning and development records so they are kept abreast of their child's learning.

Staff show a positive attitude to forming relationships with outside agencies to support children with special educational needs and/or disabilities. This enables the nursery to draw on expertise and provide support for children, so they make progress in their development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY350288
Local authority	Bristol City
Inspection number	815345
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	60
Name of provider	Once Upon A Time Day Nursery
Date of previous inspection	07/02/2011
Telephone number	0117 9504529

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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