

# Once upon a Time (1)

Friends Meeting House, 150 York Road, Uxbridge, Middlesex, UB8 1QW

<b>Inspection date</b>	29/04/2013
Previous inspection date	07/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## **The quality and standards of the early years provision**

### **This provision is satisfactory**

- Senior managers act as positive role models to support staff practice, which encourages continuous improvement.
- There are effective systems in place to safeguard children and all staff receive regular training to support their understanding.
- There is a range of activities provided indoors to support children's creative development and imagination.

### **It is not yet good because**

- The outdoor area does not consistently challenge and support all children's development needs and interests in sufficient depth across the areas of learning.
- Staff do not consistently work in partnership with parents to provide continuity between nursery and home learning.
- The staff do not consistently use children's home languages to support children in their learning.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector undertook a joint observation with the senior manager in the garden.
- The inspector completed observations of children and staff in each of the nursery rooms.
- The inspector sampled a range of the nursery's documentation.
- The inspector gained parent's views at the inspection.

## Inspector

Maria Conroy

## Full Report

### Information about the setting

Once Upon A Time Day Nursery open in 1991 and operates from the Friends Meeting House in central Uxbridge, in the London Borough of Hillingdon. The nursery is one of six nurseries and three after school clubs owned by a private provider. There are two nursery rooms for different age groups, a kitchen for food preparation and toilets with nappy change facilities, all of which are on the ground floor. Children have access to a secure outdoor area.

The nursery is registered on the Early Years Register, the compulsory and voluntary part of the Childcare Register. It is open each weekday from 8am to 6pm throughout the year apart from bank holidays. There are currently 37 children attending in the early years age range. The nursery is registered to receive funded education for children age two, three and four. The setting supports children who speak English as an additional language and those with disabilities/and or special educational needs. The provision employs 11 members of staff. Of those ten staff hold an appropriate early years qualification. Both the manager and the deputy manager hold the Early Years Professional Status. The 'Highscope' approach is practiced throughout the nursery.

### What the setting needs to do to improve further

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

- increase the use of children's home languages within the nursery, to value and share these with all children, and to support children's individual learning, particularly in relationship to communication and literacy. For example, by introducing songs and rhymes or through labelling pictures and objects
- develop staff's understanding of how the outdoor area can be used to extend children's learning and development and extend the range of resources outdoors to support younger children's physical development and exploration

#### To further improve the quality of the early years provision the provider should:

- establish more effective partnerships with parents to promote a shared approach and continuity in taking children's learning and development forward both at home and at the nursery.

## Inspection judgements

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

Planning and observations, is in place and is generally working well to record children's progress. Staff use observations to identify children's interests and plan activities that support their learning. Staff undertake two-year-old progress checks, which enables them to summarise children's development in the prime areas of learning, a process which they share with parents. However, the planning for the outdoor area does not consistently provide suitable challenges and experiences across all areas of learning for all children. Older children have regular opportunities to play outdoors; they balance on crates and climb the steps to the slide, which contributes to their physical development. However, staff do not effectively use these activities to support other areas of learning for example, counting the steps of the slide. Very young babies have regular opportunities to go outside. Staff support their walking by holding their hands, however, there are no resources outside to pull themselves up and push along to develop their independent walking.

Children's communication and language skills are supported they enjoy listening to their favourite stories and singing songs using simple actions. Staff model vocabulary as they describe what children are doing, "you are sticking the yellow one", which helps them to understand the meaning of words. However, staff do not always use words they gain from parents in children's home languages to effectively support children's ongoing learning and understanding. As a result, they are not fully supporting children's individual needs and valuing the diversity of those in the nursery. Children enjoy using musical instruments and can follow simple patterns, playing fast and slow. This encourages them to learn and distinguish differences in sounds and rhythms.

The nursery suitably promotes children's personal, social and emotional skills. There is a range of activities provided indoors to support children's creative development and imagination. Children enjoy exploring the corn flour and water mix they have made earlier. Staff encourage them to share and take turns with their friends as they pour water into the flour and mix it with their hands. They get excited as it changes consistency and begin to splash their hands in the trays. When food colouring is added to the mixture they use their fingers and hands to make patterns, they laugh and giggle as they do so. Staff encourage their vocabulary using new words and asking them questions about what they see and how it feels. This helps children to develop their turn taking skills and enabling them to explore different textures.

There are satisfactory partnerships with other professionals. Staff liaise with other agencies contributing information which supports children's well-being. Staff work in partnership with parents ensuring that any individual education plans for children who require them are agreed and implemented effectively.

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

There is a suitable key person system in place which enables parents to have a designated person to talk to about their children. Children demonstrate they feel safe and develop a bond with their key staff. For example, younger children enjoy cuddles as they part from their parents; while older children confidently say 'bye-bye' and head for their nursery room. Children are gaining awareness of how to keep safe, through planned activities and discussion during the daily routines. Police officers came to visit the children at the nursery and children talk about road safety and stranger danger.

Individual care plans are in place for children who have specific care needs. All staff are aware of both the symptoms and medication required if an emergency occurs. While younger children are learning or eating they have their harness on when they sit in the low level chairs to keep safe from falling. Children are provided with healthy snacks and meals and the staff who prepare these meals have completed food hygiene training. There are suitable procedures in place to prevent cross infection. For example, children have their own tooth brush, they wash their hands after being in the garden and each child has their own individual bedding.

Children are well behaved, older children are reminded of the 'golden rules'; when asked what one of these is they shout out 'good listening'. As they go through them staff use Makaton sign language with the words to reinforce children's understanding. Children are encouraged to value their toys and environment. They tidy them up and put them away in their designated area. Staff use sand timers to indicate to children how long they have until the activity changes and develop their awareness of the daily routine. There is a suitable range of age appropriate resources within the nursery. They are well organised and clearly labelled to enable children to make choices as to what they would like to play with. Children are beginning to develop the skills they need to move onto their next stage of learning.

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

The leadership and management of the nursery have a satisfactory understanding of the Early Years Foundation Stage framework. There are suitable systems in place for supervision and appraisals which enable them to identify further training staff need to help improve practice. Staff are confident in their knowledge and understanding of the systems in place for safeguarding children. For example, they know the procedures in place to make referrals should they need to do so. Risk assessments are effective, the nursery undertake a detailed hazard analysis and then follow this up by completing a daily check list. For example, checking thermostats on radiators to ensure they are not too hot. The nursery has effective methods for dealing with accidents and they monitor where they occur and if there are patterns in the type of accident. All staff hold a relevant first aid qualification and if accidents occur parents are informed and asked to sign the record of this. The procedures in place for responding to and recording accidents are effective and as a result children are safeguarded.

The nursery has suitable systems in place to evaluate their practice. They work with the local authority advisors who help to identify areas for further development. As a result, they have devised an action plan which is in the early stages of implementation. For example, they have recently reviewed the organisation of the baby room to offer a more challenging and enabling environment for children of that age. Management use senior managers from the other nurseries within the company, whose settings have excellent practice, to act as a role model to support and improve staff practice. As a result this promotes continuous improvement.

Partnership with parents is satisfactory. Photographic displays around the nursery provide parents with details of the range of activities their children take part in. The home link book is used to provide information between parents and nursery to help support planning for the children. However, staff are not consistent in providing information to parents about how they can continue to support children's development at home. Staff gain some key words from parents in home languages, although this is not used to sufficiently plan for children who speak English as an additional language. As a result, cultural background is not sufficiently valued or shared with other children. Photographs of staff are displayed in the entrance hall as well as other legal documentation which gives parents access to useful information.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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

<b>Unique reference number</b>	139139
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	911772
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Lorna Hackland-Crowther
<b>Date of previous inspection</b>	07/10/2008
<b>Telephone number</b>	01895 256335

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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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Piccadilly Gate  
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