

Once Upon a Time Day Nurseries

Feltham Hill Junior School, Ashford Road, FELTHAM, Middlesex, TW13 4QP

Inspection date	06/06/2013
Previous inspection date	08/06/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The nursery environment is welcoming and child orientated with a good range of quality resources that encourage children's exploration, investigation and development.
- Staff build strong bonds with children sharing affectionate, consistent and supportive interaction with children and encouraging children's communication well.
- Good use is made of extending children learning into the outdoor area where children have great fun and are constantly engaged in their play and learning.
- Good relationships are built with parents who praise the nursery and say they can see how their children are making progress.

It is not yet outstanding because

- The introduction of new resources is not consistently explained clearly to children to ensure they gain the most from new learning experiences.
- Staff do not consistently plan how they discuss issues that may be confusing to children to help their understanding through interesting discussions.

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 spent the inspection time observing staff and children in the nursery and the garden.
- The inspector sampled children's information and development records.
- The inspector shared discussion with staff, the manager and the proprietor and a joint observation took place with the manager.
- Parents views were gathered through discussion with parents.
- Safeguarding was discussed with staff, the manager and the nursery policy was sampled.

Inspector

Jane Nelson

Full Report

Information about the setting

Once Upon A Time Day Nursery has been registered since 2008 and is one six nurseries and three after-school clubs in the Hounslow and Hillingdon areas operated by an individual provider. The nursery operates from a single storey purpose built premises in the grounds of Feltham Hill Junior School in Feltham, Middlesex. There is a main play area with an enclosed area for babies, children's bathroom, a kitchen, laundry area, office space and a staff room. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both parts of the Childcare register. There are currently 50 children in the early years age range on roll, some of whom attend on a part-time basis. The nursery receives education funding for children aged two, three and four years old. The nursery currently supports a number of children who speak English as a second language or who have special educational needs and/or disabilities. The nursery operates Monday to Friday from 7.45am to 6.00 pm throughout the year, excepting bank holidays and Christmas Eve. The nursery employs a team of 14 staff plus the manager who work with the children. The manager has an early years degree, 10 staff have level 3 qualifications in childcare, two staff have level 2 qualifications, and two staff are unqualified. The nursery also employs a cook, who prepares meals daily. The nursery receives support from the local authority. The nursery implements the High Scope approach in their planning and organisation of activities and play experiences.

What the setting needs to do to improve further

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

- monitor that all staff use relevant language and explanations that are in the range of children's experiences consistently to support and extend their vocabulary
- review how new resources are introduced to children to make sure they are used appropriately and are relevant to children's interests.

Inspection judgements

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

The nursery environment is welcoming and stimulating with space that is well organised to support children's play and learning. Effective and creative use is made of the outdoor area to extend and develop these opportunities and encourage children's imagination and

physical play. The staff team plan and provide a varied range of well-planned learning and play experiences for children that reflect individual children's needs and interests. This results in children making good progress in their learning and development given their starting points. Children are acquiring a range of skills that will support them in their next stage of learning, such as, the progression to an older group in the nursery or the move to school. For example, they are learning to share, work together, listen and participate in routines such as helping to put toys and equipment away.

The staff team share affectionate relationships and supportive interaction with children, encouraging and supporting children in their play and learning. Effective use is made of combining every day objects children see in their home environment with play equipment in play experiences. For example, real vegetables such as potatoes and carrots are provided in the home area for children to investigate, handle and use in their imaginative play. This encourages children's imagination and knowledge of the world as they feel the shape and texture of potatoes and carrots and talk about the carrot soup they are going to make. Magazines and travel brochures are set out on the 'travel agents counter', alongside words in different languages displayed in the nursery. These provide opportunities for children to see different forms of print and different languages helping their understanding of the wider world.

Children's communication and language is encouraged well through discussion, staff asking questions clearly and describing what children are doing. Simple signing and picture communication are used with all children, also provides effective support for children learning English as an additional language or who may have speech delay. Staff are developing a range of resources to support bilingual children. Staff are enthusiastic about using props such as a dual language speaking doll to support children's communication. This is used in a small group and staff explain to children they can hold the doll while talking about the activity they are going to choose to do next. However, this is used with little preparation or explanation to children who do not share the doll's language. Children thoroughly enjoy listening to stories in small groups that form part of the daily routine. They listen avidly joining in with familiar phrases, and excitedly looking for what is under the flap in the illustrations. Staff use story times creatively as focus for discussion and on a one to one basis to encourage children's communication. However, occasionally some explanations provided by staff are beyond children's understanding, and are confusing.

Children are busy, engaged and concentrate in their play. They thoroughly enjoy playing in the well-planned outdoor area, and say they like playing in the construction area and on the pretend beach. Children use their mathematical skills and physical coordination as they build, balance, climb and move around confidently. For example, children build with large bricks, balancing one on top of another and reposition a plank, balancing it between two bricks so they can walk across it.

Babies enjoy socialising in their small group. Staff provide a nurturing environment and close physical support, affection and reassurance which encourages babies to explore, investigate and vocalise. For example, babies explore resources such as drums, using their coordination and physical skills to make noises by banging the drum with sticks and their hands. They investigate containers with different contents, recognising their actions cause

a noise as they shake the containers. Babies unscrew lids, empty the contents and then refill the containers. Staff support babies understanding by linking words such as 'full' and 'empty' to these actions. Babies vocalise excitedly and use physical actions as they choose a song from the familiar illustrations on a visual picture board. They help themselves to dolls to join in the singing and actions of the song by 'rocking a baby'.

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

Children arrive at nursery happy and eager to see their friends and staff. Any children who find separating from their parents or carers difficult are reassured and comforted by staff with whom they share affectionate relationships. Staff provide constant reassurance sensitively, assessing when to withdraw a little to encourage and enable children to increase independence and gradually build confidence. Babies share close bonds with staff, they vocalise excitedly, smile, giggle and share cuddles demonstrating they feel happy and secure. Children participate in routines such as tidying up and putting things away to help them understand about their own safety.

Children are engaged and interested in their play and consequently, they behave well. The small group time which is part of the nursery routine, helps children build friendships, work together, take turns and consider each other's feelings. Children know what is expected of them and if disputes or challenging behaviour occurs staff are consistent and defuse situations appropriately by explanations and distraction. These strategies help to prepare children for the expectations of behaviour when they move on to school.

Children enjoy regular physical play and exercise which encourages their coordination and physical development. They develop confidence in using climbing equipment and driving wheeled toys in the garden. Children follow routines that help them learn about their own hygiene such as regular hand washing and cleaning their teeth. Children enjoy their home cooked lunch and some return for seconds. Children enjoy healthy, balanced meals which include fresh fruit and vegetables. Mealtimes are a social time and children are encouraged to serve themselves with food from communal dishes, which encourage their independence.

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

The staff and manager understand their responsibilities regarding safeguarding and child protection. Staff are aware of issues that may raise concerns about children's welfare and clearly understand the procedures to follow if these arise. They are clear about the nursery's whistle blowing procedures. The proprietor and manager understand their responsibilities in monitoring that legal requirements are met. For example, required records and documentation are maintained and staff ratios are adhered to. If staff cover is needed for auxiliary roles such as food preparation, appropriate qualified cover is provided. Risk assessments are used appropriately to monitor safety in the nursery and on outings. Staff are deployed well and supervise children closely. They communicate

effectively with each other making sure colleagues know when one of them is leaving the room or moving away from an area to ensure children are consistently and continually supervised.

There are clear and supportive management structures in place. The manager is supported by the proprietor and has close links with managers of other nurseries owned by the proprietor. The sharing of good practice and ideas between nurseries, help staff and the manager to monitor children's learning. They reflect on their practice, try new ideas and prioritise future development. Self-evaluation is effective in monitoring and reflecting on what is working well and where development is needed. For example, the manager has identified areas to develop are promoting children's awareness of the benefits of exercise and extending Highscope training to include all staff. The nursery has implemented the recommendations set at their last inspection, making improvements and developing their practice. For example by helping staff use the monitoring and evaluation system more effectively to focus planning and help children progress.

Staff use their observations and assessment of children's development effectively linking individual interests and needs to their planning of activities and identifying how to help children progress. For example, following children's interest in dinosaurs, and linking this to stories and a painting activity using dinosaur models to make prints on paper. Staff maintain records of observations, children's development and progress. These are shared regularly with parents including the development check for two-year-olds, involving parents in their children learning.

Systems are in place and implemented effectively to recruit staff and assess their qualifications, experience and suitability to work with children. Staff are made aware of their responsibilities through the induction and ongoing supervision and appraisal process. These also help identify training needs and support future staff development such as training or progressing to studying for an early years degree. The nursery receives support from the local authority in the form of advisory visits and access to training.

The nursery works effectively with other professionals involved in children care to provide continuity and ensure information is shared effectively. They build links with the neighbouring school, sharing information and helping support children when the move to school or nursery class happens. The nursery forms good relationships with parents and carers, who praise the nursery and staff. They comment that information is shared well with them on a daily basis and they have regular meetings with their child's key worker to discuss their child's progress. Parents and carers comment they can see how children are progressing and in particular notice their developing social skills and communication. Management seek the views of parents regularly and their suggestions are incorporated in the nursery routine. For example, parents' suggestions for fewer sugary foods have resulted in a recent change to menus. Currently for two days each week a savoury starter is provided in addition to the main course rather than a sweet dessert.

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

Unique reference number	EY363912
Local authority	Hounslow
Inspection number	918607
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	35
Number of children on roll	50
Name of provider	Lorna Hackland-Crowther
Date of previous inspection	08/06/2009
Telephone number	020 8890 8680

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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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