

# Once Upon A Time Day Nursery

Blair Atholl, Ashfield Avenue, Feltham, Middlesex, TW13 5BB

<b>Inspection date</b>	19/08/2013
Previous inspection date	20/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Staff have clear policies and procedures which are implemented thoroughly, ensuring children are safe and able to learn and develop well.
- Children's literacy skills, such as early hand writing, are well supported, ensuring they are prepared well for the next steps in their learning.
- The garden area supports children's developing physical skills with active learning occurring daily.
- The nursery has a good partnership with parents, which has a positive impact on children's learning and development.

### It is not yet outstanding because

- Organisation of children's planned group times does not support all children's development in the two to three year old age group.

## **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 activities in the three play rooms and the outside learning environment.
- The inspector completed a joint observation with the manager in the pre school room.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent surveys.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and development plan.
- The inspector looked at children's assessment records and planning documentation.

## **Inspector**

Vicky Wills

## Full Report

### Information about the setting

Once Upon A Time Day Nursery has been registered since 1989 and the owner also has six other registrations for nurseries and one play group. The nursery operates from a detached house in Feltham and the children have access to three designated room bases. Facilities also include a kitchen, laundry area, office space, staff room, lift access to the first floor and a large fully enclosed garden at the rear of the premises. The nursery is registered on the Early Years Register. There are currently 47 children aged from three months to under five years on roll, some in part-time places. This includes 15 children, aged three and four years old, in receipt of nursery education funding. The nursery currently supports a number of children who speak English as a second language or with special educational needs and/or disabilities. The nursery opens five days a week and operates from 07.45 to 18.00 all year round. The setting follows the High Scope ethos. One member of the staff team is a National Vocational Qualification Assessor, and the manager and owner are trained in the High Scope curriculum. The setting receives support from the local authority. The setting employs 22 staff, 18 of which hold appropriate early years qualifications.

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

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

- ensure the organisation of group times are planned to be inviting and meet the needs of all children.

### Inspection judgements

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

Staff have a sound knowledge of the learning and development requirements of the Early Years Foundation Stage which ensures children make good progress. Children seek out adults to play with throughout their time in the nursery. Staff have good relationships with the children and talk them about their play, while joining in with activities, such as riding the bikes and helping children to avoid obstacles. Children enjoy a large outdoor area which is designed to give them freedom and space to play and learn. Staff working in the baby and pre school rooms have high expectations for the children and are knowledgeable about their next steps for learning. Some staff working with children aged two to three years have a good understanding of the needs of the children they are caring for, but this is not consistent for all children. In particular, when children show an interest in going to the garden, they are told they cannot go outside until after group time, and this sometimes reduces their interest in learning.

Children's writing is encouraged and promoted at every opportunity. Children write their labels for their own trays and for displays. Children have opportunities to enjoy books outside and inside and all ages are encouraged to enjoy books which are chosen for their interests and abilities. Staff tell exciting and thought provoking stories to the children, encouraging children to choose a story where staff will ask children to think what might happen next. Children are encouraged to hold books from a young age, and staff show children how to respect books and handle them carefully as well as promote an early interest in books and early reading.

Children use numbers, shapes, volumes and heights in their play and daily routines. One child who was climbing the stairs commented that they are getting higher, but the garden is getting smaller. Staff listen to children's conversations and children look to staff for reassurance to confirm their ideas. Children have free access to creative resources, such as paint, crayons, sticking equipment, feathers, foam shapes and dabber pens for babies to encourage their hand control. Children enjoy painting activities, which are on a large and small scale, and enjoy creative play outdoors.

The staff have created a wide range of photo-books that show events such as fathers' day, annual trips and the children who have recently graduated from the pre school room enjoying their time at the nursery. The staff use these photo-books to help children to recall their recent learning and to prepare children for moving onto school. Children are well prepared for school as the activities provided are stimulating, thought provoking and all the children's own ideas. Children progress well in the nursery as they have carefully planned assessments completed at regular times in their learning and the child's personal, social and emotional needs are secure to help children learn.

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

Children develop good relationships with staff as they are warmly welcomed and every child has a key person and buddy for back-up support. This effective relationship enables children to settle quickly and helps them develop secure relationships. Children are developing happy relationships with each other, waving happily when their friends arrive and greeting them with smiles and often warm hugs. Children enjoy being around the caring staff and the staff's knowledge of their own key children helps to support their progressing development, especially in the older age group.

Staff have high expectations for children and have clear boundaries and rules which the children follow. Children learn about appropriate behaviour as staff are positive role models who calmly and consistently explain rules. The environment is calm and well planned to allow children flexibility to choose their own games and equipment.

Children have a large play area which has natural things such as bark, growing trees and flowers and digging areas to encourage the children's physical development. Children enjoy being outside and staff play alongside children to keep this interest alive. Some children want to be outside at different times to others and staff have made cosy areas,

undercover play spaces and a dedicated baby area to meet this need. Staff understand the importance of encouraging babies' early movements and the active learning ethos runs throughout the nursery. Babies have their own self contained room and area of the garden where they can play safely. Staff respond to babies' early language, body language and facial expression to assess what their needs are. Staff are very supportive of the younger children's needs and the importance of familiar caring adults to help them learn.

Staff have a good understanding of hygiene and the importance of cleaning tables and changing mats to prevent children from becoming unwell. Staff encourage older children to help with routines such as giving out cutlery at meal times and pushing chairs under the table when they have finished. Children have generally good opportunities to develop their independence. Older children serve their own meals, supported by staff who sit with them and role model how to put the pasta onto the big spoon, allowing the children to comment when they have had enough. Children have water throughout the day, although they cannot pour their own water at meal times due to the size of the jugs and bottles used.

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

The leadership and management of the nursery is good. The manager has a sound knowledge of the safeguarding and welfare requirements. This keeps children safe and helps them to make progress. All staff are trained to safeguard children through a effective and detailed induction process. Training and development is a strength in the nursery as all staff are recruited in a manner which ensures only the most suitable staff work with children.

The manager has a good understanding of expectations for children's development and supports staff in identifying concerns and strengths quickly and thoroughly. The partnership between the manager and staff is secure and staff respond well to the manager's involvement in their planning of activities, assessment of children's learning and conduct when working with children. All children are supervised well and staff maintain a high staff ratio at all times. All staff have regular supervisions which help them to assess their professional development. This directly impacts on the quality of the teaching and learning for children, as they are confident and knowledgeable staff who can meet children's developing needs.

Parents' views are asked for and listened to, and parents are involved in the planning of suitable and relevant activities for their children. Parents comment that they feel they have a lot of information about the activities their children are taking part in while in the nursery, and this helps them to share important events and feel involved. The manager has a good understanding of the importance of self evaluation and uses this to recognise where the nursery is doing well and what they need to develop further. This knowledge keeps the nursery focused on continuous self improvement and supports children's learning and development.

The nursery has developed some links with the local children's centre and school. This has strengthened the opportunities available to children and families when children move on from the nursery, and supports children's transitions to school.

## 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>	116178
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	840036
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Lorna Hackland-Crowther
<b>Date of previous inspection</b>	20/03/2009
<b>Telephone number</b>	0208 751 5810

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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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