

# Once Upon A Time Day Nursery

223 Passage road, Brentry, Bristol, BS10 7DL

## Inspection date

12/07/2013

Previous inspection date

27/03/2013

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

4

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 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

- The premises are not safe, as required, because household chemicals are accessible to children and upstairs windows are not secure. These weaknesses have the potential to affect children's safety.
- An area of the nursery is not risk assessed and risk assessment does not cover all hazards in other rooms, as required. These oversights have the potential to affect the safety and well-being of children.
- The provider does not ensure that staff receive adequate induction training to review risk assessment in order to keep children safe.
- The management's effectiveness and self-evaluation are limited as arrangements for monitoring the provision for children's safety are inadequate.
- Staff miss opportunities to challenge and extend children's thinking which does not help to promote children's learning well.

### It has the following strengths

- Staff help babies and children to make appropriate progress in their learning and development through the enjoyable activities and resources available to them.
- Children are happy and settle to learn, supported by enthusiastic staff.
- Staff meet children's dietary needs through healthy meals and snacks which help to support their well-being.

## **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 had discussions with the owner, staff, children and parents.
- The inspector shared a joint observation of outdoor play with a member of the management team.
- The inspector sampled a range of documentation including children's records, planning, safeguarding procedures and policies.

## **Inspector**

Angela Cole

## Full Report

### Information about the setting

Once Upon A Time Day Nursery is one of two privately owned nurseries. It registered 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 an enclosed area for outdoor play with bark, grass and safety surfaces. The nursery is registered on the Early Years Register. There are currently 49 children in the early years on roll. Children who have special educational needs and/or disabilities and children who speak English as an additional language attend. The nursery opens each weekday from 8am to 6pm all year round, except for bank holidays. There are 10 members of staff and all but one have appropriate early years qualifications. Of these, one is working towards a level 2 qualification and two are working towards a further qualification at level 3. The owner, who is a qualified teacher, employs a manager who has completed a foundation degree in early years and another staff member who has qualified teacher status.

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

#### **The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:

- ensure the premises are fit for purpose so that spaces are safe for children to use with no access to harmful substances and upstairs windows are secure.
- ensure that risk assessments identify all aspects of the environment that need to be checked on a regular basis and how risk will be removed or minimised
- ensure that all staff receive induction training that helps them to understand their roles and responsibilities, including about safety issues.

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

- ensure that all staff receive induction training that helps them to understand their roles and responsibilities, including about safety issues.

## Inspection judgements

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

Children demonstrate they are content and happy at the nursery. They enjoy playing with toys and equipment and participating in activities that promote their learning appropriately

across the areas of learning. Overall, staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. Key persons satisfactorily focus the organising of routines and their planning for children's ongoing progress on children's individual needs to extend their learning suitably. Timely interventions help children who need additional support to close gaps in their learning and development. Staff gain basic information about children before they start at the nursery. They work with parents to provide a shared and consistent approach to help their children progress. Families meet with staff to discuss children's achievements and share about some opportunities to encourage parents to extend their children's learning at home.

Staff are warm and caring so that children enjoy activities individually and as groups. Children in the baby room play and investigate quality toys stored at their level. They play in a learning environment that staff have carefully thought out and made orderly. For example, babies' personal belongings are in clear boxes on low shelving. Books are tidily stored so the youngest children can choose them easily. Toys are attractively made of varied materials, including objects in hay, straw and green sand. These provide opportunities for very young children to use their senses to explore and engage in play that supports their learning and development. Babies are provided with many suitable activities that offer them choice. For example, they enjoy sitting on a mirror and on paper from a roll while painting with different tools, including toy vehicles, sponges and tooth brushes. Babies' language skills are supported suitably as staff engage them in 'conversation' that encourages them to communicate, including about the hats they try on.

Staff provide a range of toys and equipment for toddlers and older children to use for their own play and learning. They encourage children to learn about the wider world through following their own interests. For example, toddlers point out models of birds and insects that staff place in the garden and they begin to experiment by digging in sand. Pre-school children role play at shopping while talking about prices; others confidently discuss the real creatures they see, describing the size, for example of a spider. This demonstrates their emerging communication, language and mathematical skills. However, staff do not take every opportunity to extend learning for all children as they play; for example, they do not routinely continue conversations or a game until children change the activity, in order to hasten progress

Children enjoy group activities, such as story time, when they develop their literacy skills. During free play, toddlers and children benefit from playing alongside each other. For example, they group together to pretend that music from a toy is disco music and they dance in time to the rhythm. However, staff do not consistently enable individual children to think more deeply by offering challenges to enhance their learning. Nevertheless, children are making appropriate progress in their learning to be soundly ready for the next stage in their education.

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

Care practices in the nursery are inadequate. This is because staff do not all have sufficient knowledge, and are not vigilant enough, to help to ensure that children are kept

safe. Though the environment is welcoming, it is not entirely safe. As a result, children cannot always freely explore their surroundings to develop their independence in a safe environment. Children begin to learn how to keep themselves and others safe, however. Babies receive support to safely crawl and walk around furniture and, with help, they climb across physical equipment in the park. Toddlers learn to negotiate the steps to go outdoors by themselves. Older children move between the garden and their base room, hearing reminders about walking indoors and they learn to use tools, such as scissors and table knives safely.

The friendly staff get to know some details about children and their backgrounds. They work with parents to help children to settle, including those who initially find this challenging. Parents say that their children enjoy coming. Children recognise the small number of staff and begin to form emotional attachments with them. Recent staff changes have meant that families had to become used to different key persons. However, children appear happy to go with familiar members of their room staff for their personal care, such as changing their nappies.

Children of all ages show a developing sense of belonging in the nursery. They demonstrate that they are used to the routines and gaining an understanding of what staff expect of them. Staff use appropriate methods to manage children's behaviour. They give reminders about using 'sharing hands' and encourage children to take turns, for example to use a programmable toy. Babies and children collect and return items to the accessible storage units and begin to learn where the toys are kept. Children gain some self-esteem from knowing that, for example, they have cleared their play area. They begin to learn about differences through using books and other resources that show positive images. Children who do not speak English receive substantial help to develop their language through visual prompts. They begin to make friends and to play with other children. Staff always include them in activities by speaking directly to them and making eye contact to support their self-esteem.

Children start to learn from staff about the importance of healthy lifestyles. They willingly respond to reminders to wash their hands before eating. Staff supervise to check that they do this thoroughly and young children receive support to learn basic hand washing procedures. Children choose where they sit for snack times and some can sit near to staff so they can engage in conversation. They begin to gain independence through known routines, for example pouring their drinks and serving themselves with nutritious snacks provided. Children who stay for lunch enjoy sitting with their friends and tuck in to the pre-served meals. Staff follow procedures so that children's dietary needs are met. Babies are active indoors and go outdoors daily, into the garden or on walks to the library or park. Toddlers and older children choose whether to play in or out of doors in the fresh air for much of the day. Outside, children have some space to be active and enjoy playing on bikes, trikes and a trampoline and digging in sand.

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

Staff receive in- or out-of-house training on child protection to be aware of the correct systems to follow. Both designated persons for safeguarding attend extended training that enables them to identify, understand and respond to concerns to help safeguard children. Despite this, the premises are not safe for children. The opening of some upstairs windows is not restricted and these windows are, potentially, within the reach of crawling babies and older children. Risk assessment of the upstairs nursery premises is not adequate. Senior staff carry out some daily checks but risk assessment is not completed for the windows or for the landing area. The latter includes a cupboard for cleaning materials that does not lock. In this, staff place containers on the floor, rather than on the high shelf provided, including toilet cleaner in a flip-top lid. Children pass this area on the way to the soft play room. These weaknesses have the potential to affect the safety of children and result from breaches of specific legal requirements.

The provider is aware of when to contact Ofsted and uses sound procedures to vet staff's suitability to work with children. However, the provider has failed to ensure that all staff receive adequate induction training. As a result, they are not suitably prepared to review the safety of the premises to support children's welfare. This is a breach of a specific legal requirement. The management always vets staff and maintains required ratios of staff to supervise children, in order to help keep them safe. When children are away from the premises on outings, staff have appropriate regard for children's safety. Some assessment of hazards suitably covers a range of aspects. These include staffing ratios and road safety as, for example, children wear high visibility jackets to make others aware of their presence. Staff follow safeguarding procedures concerning children's health appropriately. Management has recently amended the procedures for giving medication, so these help to keep children safe.

The management has a satisfactory understanding of responsibilities in meeting the Early Years Foundation Stage learning and development requirements. The manager is newly in post at the nursery and has systems to monitor the educational programme. She is looking at children's files and plans to consolidate the current system. She knows that key persons observe children to be aware of their progress against the developmental age bands in the guidance document in the Early Years Foundation Stage. The manager is continuing to monitor staff through one to one appraisal and by observing their practice with the children. She and the newly appointed person to lead on the educational programmes, plan to use this information to identify staff training needs to benefit children's learning.

Self-evaluation is limited as the provision is unaware of all aspects to improve. Through systems of reflection and evaluation for quality assurance purposes, lists of some development plans are in place. Staff have implemented actions from the previous inspection to help improve children's safeguarding, learning and development. The management is able to see most areas to improve and how they will make these changes.

Staff usually display feedback to the parents on children's activities during the session. They speak to parents to discuss with them what children have been doing during the day and if there are any issues. 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 learning and 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

<b>Unique reference number</b>	EY350288
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	927378
<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>	35
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Once Upon A Time Day Nursery Partnership
<b>Date of previous inspection</b>	27/03/2013
<b>Telephone number</b>	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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