

Once Upon A Time Nursery School

Cecil Gowing Infants School, Falcon Road West, Norwich, NORFOLK, NR7 8NZ

Inspection date	08/11/2013
Previous inspection date	27/11/2008

The quality and standards of the early years provision	This inspection:	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

- Partnerships with parents are effective as the staff are committed to working together with them to ensure continuity of care and learning for children. They are kept well-informed both by written information and daily verbal communication.
- Consistent routines help children to know what happens next throughout the day. They have a very good sense of belonging and move freely between indoors and the garden.
- Children behave well. Consistent boundaries are in place to help children know what is expected of them. They share and take turns with popular resources and are helped to play harmoniously together.
- The setting uses self-evaluation well to inform their priorities for improvement including seeking the views of parents and children.

It is not yet outstanding because

- There are occasionally missed opportunities for children with English as an additional language to build on their existing vocabulary.
- There is scope to extend the range of information gathered about children on entry to the nursery, in order to ensure a sharply focussed starting point for future assessment of children's progress.

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 observed activities in the playroom and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the deputy manager.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector held a meeting with the nursery manager and deputy manager.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at written testimonials from parents.

Inspector

Karen Harris

Full report

Information about the setting

Once Upon A Time Nursery School was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned, situated in a purpose built premises in the grounds of Cecil Gowing Infant School, situated to the north of the city of Norwich, Norfolk. There is a secure enclosed area available for outdoor play. There are currently eight members of staff working in the setting both full-time and part-time. Of these, the manager holds a qualification at level 6, six members of staff hold appropriate early years qualifications at level 3 and level 2 and an apprentice member of staff is working towards a qualification at level 3.

The nursery is open each weekday from 8.45am to 11.45am and 12.15pm to 3.15pm during school term time. The nursery also operates a lunch club for children attending the setting. The nursery serves the local area and is accessible to all children. There are currently 41 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the good partnership with parents to enhance initial assessments of children's starting points to cover every area of learning, to ensure a sharply focussed overview of what children can already do when they start, so that ongoing assessment can continue to accurately build on these achievements
- maximise all opportunities to extend the vocabulary of children who speak English as an additional language.

Inspection judgements

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

Children are well-supported in their learning and development because all staff have a good knowledge and understanding of the Early Years Foundation Stage. They have a good awareness of the ways in which children learn best and provide them with many opportunities to explore, investigate and to learn through first hand experiences. Staff respond to children's interests and help to extend their play. For example, with good adult support children enjoy building a high tower with large wooden blocks. The children persevere with the construction even after it falls a number of times. With effective adult

encouragement, the children manage to build a large tower. Consequently, children thoroughly enjoy attending nursery and are effectively supported by staff to be inquisitive and active learners.

Staff establish positive and trusting relationships with parents. The nursery effectively engages parents in their children's development and learning in the setting and keeps them informed about their children's achievements and progress. Staff undertake regular and detailed observations to clearly identify the next steps in children's development across the seven areas of learning. Staff use photographs to illustrate observations of children and each child has a well-presented 'learning journey' book that goes home with them on a daily basis. This effectively involves parents in their children's learning. Good quality information is gathered from parents, such as specific medical needs, family members, likes, dislikes and family routines. This ensures there is continuity in children's well-being and welfare needs. However, there is less information obtained about children's specific starting points in every area of learning, to further support the accuracy of assessment based on what children already know and can do.

The quality of teaching is good because all practitioners have high expectations of all children in the setting. Staff ensure that children are effectively supported well so that they are prepared for the next stage in their learning and development, such as moving on to school. They are helped to develop the necessary skills which helps them embrace new experiences with confidence. For example, children are encouraged to become increasingly independent; they can recognise their names on boards, self select fruit for snack and pour themselves a drink from a jug. Children are interested and keen learners, they develop a 'can do' approach to problem solving and cooperatively work together, for example, to construct large towers with wooden blocks. Involvement in the 'Every Child a Talker' programme has enhanced staff knowledge of supporting children's communication and language development. As a consequence, throughout the setting, children's language and communication is well-promoted as staff regularly talk to children about what they are doing, promoting language and developing self-thinking skills, enabling them to make good progress in their learning. However, staff occasionally miss opportunities to extend the existing vocabulary of children with English as an additional language, for example, by repeating key words during activities.

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

This is a fully inclusive setting where all children and their families are welcomed. A warm greeting from the staff means children separate with ease from their carers and happily explore their surroundings. The setting works well with parents to ensure that effective settling-in procedures are in place when children begin attending the nursery. This has recently included carrying out home visits for some children. Children form good emotional attachments with the staff in the setting as an effective key person system is implemented in the setting. This helps children form warm and secure attachments, promoting their well-being and ensuring they feel happy and safe, enjoying their time in the setting. Throughout the first term at nursery, high priority is placed on children's personal, emotional and social development and consequently, children are content, secure and play cooperatively with their peers. Children's behaviour is good because staff are calm and

value what children do, have high expectations of them and praise them well in their achievements. Consistent boundaries are in place to help children know what is expected of them. They share and take turns with popular resources and are helped to play harmoniously together. Children talk confidently about the 'golden rules' to the adults. They also regularly practise fire drills so they know how to swiftly evacuate the premises in an emergency.

Children's health needs are met well and there are good arrangements in place to help children learn to keep themselves safe through everyday routines. Some children stay for lunch where staff sit at the children's level while they eat and model good language to help children learn and understand the importance of healthy lifestyles. Staff effectively support children to adopt good table manners and encourage them to eat well. Consequently, children enjoy mealtimes with their peers and the opportunity to talk to each other. Children are encouraged to have regard for their personal hygiene. They know to wash their hands before eating and after using the toilet and children routinely clean their teeth after eating their lunch. Children are protected further because the majority of staff hold first aid and food hygiene certificates. Staff are extremely well aware of any allergies or special dietary requirements so that children's individual needs are met.

Children are encouraged to explore the environment to help them gain an understanding of risk, they move freely between indoor and outdoor play spaces. The storage of toys and resources enables children to take decisions and select what they want to play with. This supports their sense of belonging and independence. Consistent routines help children to know what happens next throughout the day. They have a very good sense of belonging and move freely between indoors and the garden. The staff recognise that there is room to improve the outdoor area to enhance the opportunities for children to explore the natural world and are in the process of developing a 'mud kitchen'. In preparing children for transition to school the nursery has established good links with the school they are attached to. For example, they have held a parents information evening in the school hall, which the head teacher and reception class teachers attended. This helps to emotionally prepare children for the move as they familiarise themselves with the new environment and people.

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

Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensure that children are protected. The children are safeguarded by staff's sound knowledge of child protection procedures and clear understanding of signs and symptoms that would concern them. They know what to do if they are concerned, in order to safeguard the welfare of children. Therefore, staff are committed to keeping children safe from harm and neglect. Staff recruitment is robust and effective induction procedures are in place. This ensures children are kept safe and well and all adults employed are suitable to fulfil the requirements of their role. Risk assessment and daily checks are carried out to ensure the premises, play equipment, activities and any outings are safe for the children attending.

The setting is led by a highly qualified manager who has achieved an honours degree in studies related to early education. The management have a secure knowledge of the Statutory framework for the Early Years Foundation Stage and use this well to support the staff team. They have put in place thorough procedures to oversee the educational programmes and this ensures children experience both depth and breadth in their learning. For example, the team meet regularly to share planning and discuss how best to meet children's needs across all areas of their development. The management team monitors staff performance through supervision meetings and appraisals and are fully supportive in encouraging staff to develop their practice. Staff are enthusiastic about attending training for their own professional development. They regularly attend relevant short courses and workshops to increase their skills and knowledge and ensure that their childcare practices are meeting the needs of children. As a consequence, staff are well trained and qualified to meet children's needs. The manager/owner and deputy spend time working in the playrooms, where they gain first-hand knowledge about what is working well and highlight areas for further development. Regular and very comprehensive self-evaluation, which includes the views of staff, parents and children, ensures that priorities for development are well-identified and acted on. For example, children have opportunities to share their opinions through discussions and have a comment book where they can add photographs of items they like to do in the setting. The nursery is keen to hear the parents' views and questionnaires are distributed twice a year. Parents comment positively about the nursery and the friendliness of the 'very supportive staff'.

The management of the nursery is well aware of the importance of notifying Ofsted about any significant events that occur. The staff are extremely vigilant about the security of the children and there are rigorous systems in the nursery to prevent unauthorised access. Any accidents are managed effectively. The staff keep clear accident records and parents sign to acknowledge the entry. When children start at the setting, parents are provided with detailed information on policies and procedures and are kept well-informed through notice-boards, newsletters and parents' evenings. Partnerships with parents are effective as the staff are committed to working together with them to ensure continuity of care and learning for children. They are kept well-informed both by written information and daily verbal communication. Partnership working with other professionals has been developed to secure support when the need arises, for children with special educational needs and/or disabilities.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY356007
Local authority	Norfolk
Inspection number	863426
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	41
Name of provider	Once Upon A Time Nursery School Ltd
Date of previous inspection	27/11/2008
Telephone number	01603 787353

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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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