

# Once Upon a Time Day Nurseries

346 Yeading Lane, Hayes, Middlesex, UB4 9AY

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 25/11/2013     |
| Previous inspection date | Not Applicable |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | 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 know children well and provide for their individual needs effectively. Therefore, children develop strong bonds with the staff and enjoy their time at nursery.
- Staff have high expectations of all children and the educational programmes provide stimulating experiences for all children. As a result, children display high levels of motivation and make good progress.
- The leadership and management have a strong focus for improvement and ensure that the recruitment and training of staff is of a high standard.
- There is a strong partnership with other professionals. This means that all children, including those with special educational needs, are effectively prepared for the next stages in their learning.

### It is not yet outstanding because

- The outdoor play environment is less inviting and stimulating than the indoors. As a result, at times this limits opportunities to extend the learning of those children who learn better outside.

## 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 children's play throughout the nursery.
- The inspector carried out a joint observation with the nursery manager.
- The inspector took account of the views of the parents.
- The inspector sampled children's records and development profiles and other key documentation.
- The inspector had a meeting with the provider and manager and discussed different aspects of safeguarding children and risk assessments.

## Inspector

Carolina Montesinos

## Full report

### Information about the setting

Once Upon a Time Day Nurseries is one of seven provisions owned by a private provider. The setting originally registered in 2005, and re-registered in 2013 due to a move to new premises. The setting operates from a purpose built premises over two floors in Yeading, in the London Borough of Hillingdon. A lift is not available. The nursery is open each weekday from 7.45am to 6pm all year. Children are grouped into one of two base rooms according to age. Children have access to a secure enclosed outdoor play area. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 21 staff employed to work with the children, the majority of which hold a recognised early years qualification. The manager has an early years degree and Early Years Professional Status.

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

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

- develop the outdoor space further for the pre-school age children so that all children are able to extend their learning, and in particular for those who prefer learning outside.

### Inspection judgements

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

Children have a lovely time at nursery. They arrive happily and soon settle into their routines. The atmosphere across the nursery is calm and purposeful. Staff work very well together to ensure the smooth delivery of the planned and free flow activities. Children of all ages are fully engaged, keen to learn and make good progress in their learning and development. Staff know their key children well and plan activities to meet their individual needs. For example, the staff plan small group activities to help children develop concentration and extend their learning by engaging and playing with a purpose.

The daily routines are supportive of children's development and provide opportunities for a mixture of child-initiated and adult directed activities. Children are confident and feel secure in the routines of the day, which promote purposefulness, and allows children to direct their learning. As a result, they have access to a great variety of learning experiences, which effectively motivates them to learn.

Staff have high expectations of all children. They skilfully support children's language development in play situations by using effective questions to promote their thinking skills. Staff introduce new language and concepts, steering play in order to provide further

opportunities for exploration and stimulation of children's imaginations. As a result, children play purposefully and learn effectively as they engage and take their learning further with the support of well trained staff. The nursery follows the High Scope curriculum alongside the Statutory Framework for the Early Years Foundation Stage. As part of their daily routine all the children have time to contribute and be aware of the plans for the day. They choose from a number of options of what they want to play with and review what they have done with the support of the staff. This approach has had a very positive impact on all children, particularly supporting children who have additional needs.

Children benefit from a good mixture of indoor and outdoor learning experiences, babies and younger children have access to free-flow learning indoors and outdoors. Children enjoy climbing on and jumping off surfaces, negotiating space and learning as they observe the changes in weather in a safe environment. Staff successfully promote children's physical development through a wide variety of activities. For example, they adapt the space in order to provide challenge for children's development. However, the pre-school outdoor area is less inviting and stimulating, which means there are at times missed opportunities for some children to expand their learning outside.

Children are aware and prepared for change because they have the support and care they need to manage their own feelings and therefore, take change in their stride. Children moving up to the pre-school settle with their key person in stages, which includes visits and joint activities. In the pre-school room, the staff support the children going to school effectively. They work well with the Local Authority, Early Years Consultant and the local schools in order to ensure children have a smooth move to school.

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

Staff are kind and caring and form strong attachments with children. This provides a safe and welcoming environment for all children to enjoy their time at nursery. There is a robust key person system in place. This successfully supports families and children through settling-in times, and provides a strong relationship, successfully linking the home and the nursery. Staff are considerate and adapt their practice in order to meet children's individual needs, this includes working in partnership with parents in order to match young children's home care routines at nursery. For example, following home sleep and feeding routines, and giving medication when young children and babies require it. Therefore, the staff promote children's well-being effectively.

Staff are good role models and utilise every opportunity including the daily routines to enhance children's social, physical and language skills. For example, at lunchtime, staff support children by using soft voices and meaningful praise in their conversations. Children also enjoy talking to each other, expressing likes and dislikes, and sharing what they have been doing. As a result, there is a calm, family-like atmosphere at lunchtime and children behave extremely well. Furthermore, staff encourage children's independence as they guide children through self-serving and self-feeding. Older children learn to use their knives and forks carefully to cut pasta into smaller and more manageable pieces, for

example. This shows that children are managing risks well and learning to keep themselves safe.

Children feel secure in their familiar daily routines and are learning to manage their own personal needs well. For example, when it is time for outdoor play, children in the pre-school take off their indoor shoes and put their outdoor shoes on. They then go to their assigned pegs and put their coats on. Therefore, children are very confident in their own abilities but also feel secure to ask for help when they need it. Children talk about the reasons why they need to wear warm clothes outside, demonstrating their good understanding of keeping themselves healthy. Equally, children understand why it is important to wash their hands before and after meals.

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

The provider and her management team have a thorough understanding of their legal responsibilities in meeting the Statutory Framework for the Early Years Foundation Stage. All the staff know and are confident in their knowledge and implementation of the nursery's procedures and policies. Both parents and staff have full access to these at all times. The manager reviews the safeguarding children policies during staff meetings to reassure, inform and instruct the staff on procedures to follow if children are at risk. As a result, all staff have a strong understanding of how to keep children safe through the nursery routines. This promotes children's safety and welfare at the nursery effectively.

The nursery has a strong system for performance management starting with a rigorous and consistent recruitment process. Consequently, all references and vetting checks are completed by the time new staff start work. The management team carry out staff observations and have formal and informal supervision times with the staff. All staff are encouraged to develop professionally, therefore, there is a low staff turnover and a good atmosphere. The management team value the impact the investment of staff training has on the provision. For example, staff completed a specialist training to help children develop concentration, and now children who found it difficult to engage in play are being supported well and are making progress. Therefore, all staff feel proud and motivated to continue to enhance their professional practice.

The management team demonstrate a strong focus and a passionate drive to provide excellent care and inspirational learning for all children. All of the managers have completed an early years degree and Early Years Professional Status training, and support their staff's professional development. They use their in-depth knowledge of early years to inspire best practice and closely monitor planning and delivery of the educational programmes. As a result, they are able to lead the staff well. They provide extensive learning opportunities across the curriculum for all children. The systems for observation, assessment and planning are well embedded in the staff's practice and provide an accurate assessment of children's learning. This means staff can effectively plan the environment and experiences based on a secure knowledge of what children's next steps are.

The manager promotes parent involvement effectively in the children's learning and the nursery's development plan. Parents' respond positively to these initiatives, for example, attending nursery celebrations or open evenings. In addition, staff and parents communicate on a daily basis regarding the children's development and their learning, which supports a shared approach to meeting children's needs. For example, parents and staff share a home link book, where staff record key care information and highlights of the children's progress. Parents' are invited to share information about the learning that occurs at home through using the link book or verbally on a daily basis. Parents' report that they feel the staff are caring and thoughtful, and that they are kept well informed regarding their child's progress.

### **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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY461760                 |
| <b>Local authority</b>             | Hillingdon               |
| <b>Inspection number</b>           | 919887                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 45                       |
| <b>Number of children on roll</b>  | 67                       |
| <b>Name of provider</b>            | Lorna Hackland-Crowther  |
| <b>Date of previous inspection</b> | not applicable           |
| <b>Telephone number</b>            | 0208 573 9713            |

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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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