

# Once Upon A Time Day Nursery

223 Passage road, Brentry, Bristol, BS10 7DL

## Inspection date

10/02/2014

Previous inspection date

12/07/2013

## The quality and standards of the early years provision

**This inspection:**

3

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	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff develop strong bonds with the children and they communicate with kindness and attention; this makes children feel safe and secure.
- The youngest children are given every opportunity to learn to communicate effectively; staff are attentive and teach children to talk, with patience and compassion.
- Children are given the opportunity to learn to be independent and make decisions about their play during sessions.
- Staff offer a welcoming environment; displays and photographs of the children's learning are placed in the entrance to ensure parents share the experiences their children have participated in.

### It is not yet good because

- Preparation and the structure for snack time in the pre-school room lacks organisation and, consequently, children struggle to participate appropriately as they are unaware of their role and the expectations.
- Not all staff are secure in their knowledge and understanding of how to assess children's needs and plan interesting and challenging activities to help children move on to the next steps in their learning.
- Some staff miss opportunities to fully promote children's learning and as a result children are not always engaged fully.

- Information gained from parents when children start does not always include details of their achievements at home so staff can plan from children's starting points.

### **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 children playing both indoors and outdoors
- The inspector carried out a joint observation with the manager and a senior member of staff.
- The inspector sought the views of parents.
- The inspector sampled documentation such as policies, children's files and risk assessments.
- The inspector spoke to staff and the manager at appropriate times during the inspection.

### **Inspector**

Shirelle Norris

## 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 38 children in the early years on roll. 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.

The owner is a teacher and there are eight members of staff, all of whom have appropriate qualifications.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching by ensuring all staff have a full understanding of the level of children's achievements to help plan interesting and challenging activities that aid children to move on to the next stage in their learning and enabling staff to seize all opportunities to respond to children's self-chosen play to extend their learning further.

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

- review the structure of the day, particularly around snack time and group times to make sure all children are fully involved and able to participate and know what is expected of them when eating
- enhance partnership with parents so that information gained when children start includes details of children's achievements at home so planning is focussed on their starting points.

## Inspection judgements

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

Overall, children are given suitable opportunities to access learning that supports their development. Staff provide resources that offer children the chance to interact and learn how to behave appropriately. Some staff promote children's communication and language skills by talking to children about what they are doing in their play and asking questions to make them think. Children join in small group discussion times in which they talk about aspects of their lives. For example, children talk about the fruit they are preparing and this leads to a conversation about size and shapes. However, not all children are supported well in their learning and at times children lose focus and become disengaged.

Key persons spend quality, focussed time with their children to build relationships and concentrate on learning intentions. For example, small groups of children listen to stories and ask questions. The groups are small so every child has the opportunity to participate. When the whole group comes together for snack time the environment is somewhat unstructured. Children are unaware of what to do during this part of the session and consequently they do not settle to eat their snack. Children wander and play as they eat and therefore are not learning about routines and expected behaviour. In addition, some children do not have snack and this goes unnoticed by staff. At group times the session is too long for some children and this means they cannot concentrate and are not engaged. This means not all children's needs are fully met.

Staff teach children to count whilst they play and at specifically planned times. For example children hang pants onto a washing line that have numbers on them; they laugh and enjoy this task. Children learn how to construct and work as a team as they build marble run games in small group activity time. Older children take part in cooking activities and make chocolate hearts for Valentine's day. Most children are focused during these times. However, staff do not always recognise when children initiate their own play and join in with them. For example, when children begin a game of ring a roses, staff just observe, rather than joining in to develop children's learning. Consequently, children quickly tire of their game and wander off.

Assessments of children are made regularly by children's key person and this information is generally used to help plan future activities and next steps of learning. However not all staff understand the importance of assessment in recognising children's achievements and as a result not all activities meet the specific needs and offer appropriate challenge for all children. Therefore children do not make the best possible progress. Parents are given information about their children's learning and initial settling in details. However, this information is mainly focussed on children's care needs rather than their achievements at home. This means planning is not always focussed on children's starting points in partnership with parents.

Outside children can play with wheeled vehicles, kick balls and have space to participate in physical activities that promote their development. Staff act as good role models when children need support. At circle time, children are able to take turns to speak about what they have done during the morning. This opportunity helps them to reflect and remember and talk in a group and their input is celebrated by staff, who encourage children's participation and contributions.

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

The key person system at the setting works efficiently and children make secure attachments with the staff. Initial information when children start lacks detail and consequently learning and development plans are not met effectively. Some staff have a clear understanding of where the children are in their learning and how best to progress their development. However, not all staff are challenging children and stimulating their learning to help them make the best possible progress.

Staff set out golden rules in every room to help children learn the boundaries. Children behave generally well and when they do not it is because they are unsure of what is expected of them, such as to sit down when eating. Children are learning about the needs and feelings of others, such as, to share, take turns, help and play with kindness. This means children are learning some of the skills they will need in readiness for school.

Children have photographs on their coat pegs, table mats and in the room on displays; this helps them build a sense of self and promotes their sense of ownership at the setting. Children are encouraged to develop healthy lifestyles through routines which include helping themselves to drinking water and trying healthy snack options. Children enjoy cooked meals and tables are laid for all children to eat together. There is a sense of coming together for all the age groups and children are happy and sociable at these times.

Children enjoy singing songs, as they join in with the actions and use their hands to carry out the relevant gestures. This helps to build children's confidence to join in with group activities. During planned activities children are encouraged to be independent, for instance when choosing nursery rhymes at singing times, staff teach children to think about their choices and give them time to make a decision. This helps build children's self-confidence.

Children learn about cultural differences and traditions and have a suitable range of resources to support learning. Maps and flags from around the world make up a display that children are able to look at and learn about the countries around the world. There are positive images of children with disability on posters and books around the setting. This helps children become aware of difference and diversity. Children with English as an additional language are supported well as staff have liaised with the parents and have supporting resources to make sure all children feel welcomed.

There are effective channels of communication in place with professional support agencies to promote the learning, development and well-being of children attending with any identified additional needs.

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

The manager has a sound understanding of her role and responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Overall the

educational programmes cover the areas of learning and help children make steady progress. However the activities are not always challenging some children and staff do not always respond to children's self-chosen play to extend their learning further. Therefore children are not always encouraged to reach their full potential.

The arrangements for safeguarding children are sound. The manager has ensured that staff are aware of and have a secure understanding of the setting's safeguarding policy and know how to implement the procedures. Information regarding the setting's safeguarding responsibilities is shared with parents through the provision of written policies and procedures.

Recruitment and organisation of staff appraisals and supervisions are well structured and this is also an area that has improved since the last inspection. Training and monitoring of staff's professional development is generally efficient.

Parents are kept well- informed through notice boards, daily communication with staff and an established website with up to date information. Parents feel that the communication is good and they are kept well informed about their child's progress. One parent said they would not take their child anywhere else.

The manager has a positive attitude to raising the standards of the provision and takes part in a quality assurance scheme which helps staff reflect on the provision and the quality of care they provide.

## 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>	EY350288
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	925900
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Once Upon A Time Day Nursery Partnership
<b>Date of previous inspection</b>	12/07/2013
<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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