

Once Upon A Time Day Nursery

2-4 Downs Cote Drive, Bristol, Avon, BS9 3TP

Inspection date

08/10/2014

Previous inspection date

21/02/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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

4

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

- Staff's risk assessments and daily safety checks do not identify risks to children's safety. As a result staff do not keep children safe.
- Children's health and well-being are compromised because staff do not always follow good hygiene procedures when changing nappies to reduce risks of cross infection.
- Managers and staff lack a clear knowledge and understanding of how children learn and develop. Management does not monitor and evaluate staff practice, and the overall quality of the nursery sufficiently. Management does not routinely identify training needs and priorities for improvement.
- The quality of teaching and assessment is poor. Staff do not support children well enough in practice or plan activities to meet the needs of individual children. As a result children are not making suitable progress.
- Staff do not promote children's independent learning or give children time to explore during play because staff group children inappropriately and move them between rooms in a structured routine. Consequently, children are not able to participate in activities that interest them and become inquisitive and active learners.

It has the following strengths

- Staff are warm towards children and they form positive relationships with each other.
- Babies are content. They benefit from having consistent routines at home and nursery.

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 playrooms and the garden.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector took account of the views of parents, staff and children spoken to on the day of the inspection, and of the providers' self-evaluation.
- The inspector held meetings with the managers of the nursery and the curriculum leader.
- The inspector completed a joint observation with the manager of the nursery.

Inspector

Dominique Bird

Full report

Information about the setting

Once Upon A Time Day Nursery registered in 1999 and is privately owned. It operates from a converted private house in the residential area of Westbury-on-Trym, Bristol. The children use both floors of the property and there is an enclosed garden for outdoor play. The nursery opens Monday to Friday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register. There are currently 35 early years children on roll who attend. The nursery supports children who have special educational needs and/or disabilities, and those children who are learning English as an additional language. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs nine members of staff who work with the children. Eight staff hold appropriate early years qualifications at level 3 or above.

What the setting needs to do to improve further

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

- ensure that risk assessments and daily safety checks are completed and take all reasonable steps to remove, minimise and manage those risks and hazards to protect children's safety and welfare
- ensure all staff maintain and implement the nursery's policies and procedures consistently with regards to nappy changing to minimise the risk of cross contamination
- improve the leadership arrangements for supervision of staff, which include opportunities for staff to discuss any issues particularly concerning children's development or well-being; identify solutions to address issues as they arise; and provide coaching to improve their personal effectiveness
- ensure all staff have a good understanding of child development and how children learn to ensure the quality of teaching and learning is consistently good and supports children's progress across the seven areas of learning
- establish rigorous observation and assessment systems to understand each child's starting points, level of achievement, interests and learning styles, and areas for further development or where their progress is less than expected, and use this information to plan children's individual learning experiences to promote good future progress in all areas of learning.

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

- re-organise the groupings of children so they are able to engage in a wide range of age and stage appropriate activities of their choice, and to have time to play and explore so they become inquisitive and active learners.

Inspection judgements

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

Overall, the quality of teaching is poor. Staff lack understanding of the learning and development requirements and do not suitably engage and support children in their learning. For example, staff tend to supervise children during outdoor play because they do not interact with them to extend their learning. Most staff do not use effective questioning techniques to extend children's language development or encourage their thinking skills. For example, they tend to use questions that only require a yes or no

answer and do not give children time to think and respond. Some staff do not communicate with children at a level that suits their stage of development. For example, a child showed staff a pretend pineapple and staff said, 'Say pineapple', the child lost interest and wandered off. Staff carry out some observations and assessments of children's learning and attempt to use this information to monitor children's progress. However, observations are irregular and inconsistent between staff members, and consequently, assessments are not accurate. In addition, not all staff are aware of children's prior learning and interests. This means that staff are not effective in identifying what children need to learn next. Consequently, they do not plan purposeful activities and adapt learning experiences to meet children's needs to offer them challenge in their learning. For example, when children demonstrate an ability to build with large blocks staff do not extend learning. They do not encourage children to build with smaller blocks using movements that are more intricate to develop their hand-to-eye coordination and physical skills. Consequently, children do not make sufficient progress across all areas of learning and are not acquiring the skills to move them onto their next stage in learning.

At times, some staff support children's learning suitably. For example, children took part in a small-group singing activity with staff. Staff used suitable body language to engage the children, for example, getting down on their level and using eye contact. Staff used pictures and gestures, which helped children to choose a song to sing. In addition, the use of gestures supported children learning English as an additional language suitably. At times, some staff promote children's communication skills suitably. They talk to children about their play and listen to children intently. This demonstrates to the children that adults are interested in what they have to say and supports them to become confident communicators. For example, a child commented on a toy ambulance they were playing with and pointed to the siren. The staff member extended the child's vocabulary by modelling the new word, 'Siren', and further extended the child's thinking by asking, 'I wonder what noise it makes?'

Staff welcome parents into the nursery. Staff obtain some information from parents when children start so they know what the children can do and what they need support with. Staff greet children at the door on arrival and make time to talk to parents who share information from home. Staff inform parents of activities children have experienced at the nursery each day. As a result, staff generally have a sound rapport with parents. When children first arrive at nursery staff set out some activities for children to play with. However, staff close off some playrooms so that children are not able to access other resources to build on what they have been learning at home.

Staff group children inappropriately and move them around rooms in a structured routine. These time limits and interruptions in children's play do not support children to become active and inquisitive learners. The playrooms are generally set out with mundane activities and resources chosen by staff, which do not sufficiently enthuse and motivate children to learn. In addition, staff do not organise the activities in the various rooms effectively to enable all children to join in with the activities as they wish. As a result, some children become restless and lose interest. For example, children are eager to play outside but have to wait for their group's turn. This does not support children's individual learning preferences or encourage them to explore and investigate.

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

Children's well-being is at risk because some of the safeguarding and welfare requirements are not being met. Staff do not carry out robust risk assessments or complete daily checks to identify potential hazards before children arrive. Staff do not follow the nursery's nappy changing procedure to prevent the risk of cross contamination. This compromises children's safety and well-being. Nonetheless, generally, children settle into the nursery easily. Staff work with parents to collect information about children to help them form attachments to staff. The staff work appropriately with the parents of babies to meet their specific care needs. For example, they gather information about babies' routines and sleep patterns at home, and follow them at nursery. This helps babies to feel content with staff and comfortable in their care. The key-person system helps children begin to bond with a familiar adult so they feel safe and secure at the nursery.

Staff set out the playrooms with specific resources for children to play with. For example, one room only has messy-play resources, which do not meet the interests of all children. Children were able to play with scooters or footballs outside. This means that children do not have access to a sufficient range of resources and activities that cover all areas of learning at the same time. Therefore, the indoor and outdoor learning environments are generally mundane and staff do not use them well enough to stimulate children or engage their interest.

Staff remind children to wash their hands before meals as well as after using the toilet, which promotes hygiene and self-care skills. However, staff do not always follow suitable hygiene procedures when changing children's nappies to reduce the risk of cross infection. For example, staff do not wash down the changing mat or wash their hands after changing children's nappies and the changing area on the floor is not cleaned suitably. This compromises the health and well-being of children and puts them at risk of infection.

Staff provide children with set routines, such as snack and small-group time; as a result, most children are aware of what happens next throughout the day. Children generally play sociably together and behave well. Staff promote manners at meal times as they encourage children to say, 'Please and thank you'. This appropriately supports children's awareness of managing their own behaviour.

Children are beginning to learn about a healthy lifestyle. They enjoy being outside in the fresh air. The outdoor space enables some children to improve their physical skills as they use scooters and kick footballs. However, outside play is rushed because other groups of children are waiting to play outside. This does not support children's emotional well-being. Children enjoy a healthy snack of fruit and at lunchtime children enjoy a nutritious cooked meal prepared by an off-site company that specialises in early years food. Staff are aware of any special dietary requirements that children may have. Staff encourage babies to experience finger foods as they begin to learn to feed themselves. This means that children are developing some awareness of a healthy diet.

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

The leadership and management of the nursery is inadequate. The provider has not fully addressed all the actions set at the last inspection to improve outcomes for children. The provider does not ensure that staff follow the nursery's policies and procedures for completing daily risk assessments and safety checks. Staff do not carry out suitable risk assessments or daily checks of the areas children access before children arrive so they can identify and minimise potential hazards to children. They do not carry out routine checks throughout the day, for example, the toilet areas and fridge checks. The provider does not ensure that staff follow suitable hygiene practices when changing nappies to prevent the spread of cross contamination. Therefore, staff do not maintain children's health at all times. This compromises children's safety and well-being. These are breaches of the requirements of the Early Years Foundation Stage.

Some arrangements for safeguarding meet the requirements. All staff have Disclosure and Barring Service checks in place and there are appropriate recruitment procedures in place to ensure staff are suitable to work with children. Staff attend some training to keep their skills up to date, for example, they regularly update their child protection training and knowledge. Consequently, staff know the signs and symptoms that may indicate a child is at risk from abuse and are clear about how to report any concerns. Staff who are qualified in first aid are deployed effectively so they are on hand to provide first-aid treatment in the event of an accident or incident.

Management and staff have an insufficient understanding of the learning and development requirements of the Early Years Foundation Stage. Monitoring of the educational programme is poor. Management and staff do not have a clear understanding of how children learn and develop. Consequently, management is not able to provide effective staff supervision and coaching to address weaknesses in staff teaching and practice. Staff do not carry out observations and precise assessments consistently so they are unable to identify and plan for meaningful next steps in children's learning. In addition, staff do not use the indoor and outdoor learning environments well enough to support learning. The resources and routines on offer to the children are not sufficiently varied, stimulating or challenging to motivate and enthuse the children to learn. This means that children are not making sufficient progress from their starting points and for some children gaps are widening.

Procedures to monitor the effectiveness of the provision and to drive forward further improvements are developing but; are not yet effective. Since the last inspection the self-evaluation process has not addressed weaknesses or made improvements to the provision. This has resulted in weaknesses, which have an impact on children's welfare, learning and development. However, recently, leadership and management has identified some areas for development in the nursery. As a result, the provider has requested support from an early years consultancy service.

Partnerships with parents are friendly and staff welcome them into the nursery to share information from home. Parents comment that their children enjoy coming to the nursery

and like the staff. Staff provide parents with information, such as policies and procedures, and activities that take place in the nursery. Parents are able to view written assessments of their children's progress. However, these records do not fully identify the areas that children most need additional support in as staff have failed to identify meaningful next steps in the children's learning. Therefore, parents do not always receive a true picture of their child's progress and are not able to build on children's next steps in learning at home. There are some processes in place to ensure children are referred to external agencies should staff feel they would benefit from any additional support. However, observation, assessment and staff understanding is not currently reliable enough to identify all children who may benefit from additional support. As a result, children do not receive the support they need to help them with their move to the next stage of their education.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	107023
Local authority	Bristol City
Inspection number	816924
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	30
Number of children on roll	35
Name of provider	Once Upon A Time Day Nursery Limited
Date of previous inspection	21/02/2011
Telephone number	0117 9625203

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

