

Once Upon A Time Day Nursery

223 Passage road, Brentry, Bristol, BS10 7DL

Inspection date

19/11/2014

Previous inspection date

10/02/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The staff team work well together to provide a welcoming and inviting environment where children can make individual play choices from a broad range of good quality toys and resources.
- There are warm and caring relationships between children and their key persons. Children's behaviour is good and they are happy and eager to learn.
- Staff are knowledgeable about, and meet, the safeguarding and welfare requirements well. This promotes children's safety as they move comfortably around the nursery, inside and outdoors.
- Partnerships with parents is a strength and staff foster this by actively involving parents in their child's learning.

It is not yet outstanding because

- Monitoring of progress for different groups is at a very early stage. It does not provide useful information about how groups are progressing against the development of other children so that staff can target further areas for additional support.
- Staff do not always make full use of names, words and labels around the play areas, which mean they occasionally miss opportunities to enhance children's early reading skills.

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 made observations of children and staff interactions in four playrooms and the garden areas.
- The inspector had discussions with the manager, staff, children and parents.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documentation including children's records, planning and policies and procedures.
- The inspector checked evidence of suitability checks and qualifications of all staff working with the children.

Inspector

Jan Harvey

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 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 42 children in the early years age range on roll. The nursery supports children who are learning English as an additional language. The nursery opens each weekday from 8am to 6pm all-year round, except for bank holidays. The owner holds qualified teacher status and there are eight members of staff, of these, one holds qualified teacher status, one an early years qualification at level 6, four staff hold early years qualifications at level 3 and two staff are working towards a relevant qualification at level 3.

What the setting needs to do to improve further

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

- strengthen the use of assessment to target groups of learners so that progress can be monitored more effectively
- strengthen further the opportunities for children to learn about words and labels inside and outdoors.

Inspection judgements

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

Since the last inspection, staff have improved daily planning to include children's interests and ideas from parents to plan the next stages in their children's learning. This helps children to build on what they already know, develop new skills, and increase their understanding and knowledge of the world. Staff gather detailed information from parents and complete precise observations when children start at the nursery. They use this information to assess children's interests and capabilities accurately so they can establish children's individual needs securely, and plan suitable and challenging activities for them. For example, staff hold regular parent discussions and ask the child, 'What do you like exploring and investigating?' This helps to ensure that staff meet the children's individual needs and promotes their well-being.

Staff support children who are learning English as an additional language and those with special educational needs and/or disabilities. Key persons discuss termly child

development information with parents and use their own observations to make accurate assessments of children's learning. This means they can identify any areas where the child might benefit from additional support, such as speech delay. The required progress check for two-year-old children is completed and shared with parents.

Staff understand how to promote the learning and development of young children and overall, the quality of teaching is good. Staff observe children in their play and intervene skilfully to extend children's learning, using open-ended questions to help children think and solve problems during activities. For example, staff asked, 'What can we wear to keep warm outside?' Staff ensure younger children are developing skills at their own pace. For example, staff supported children who were learning to make marks on paper with potato prints, by introducing a car with wheels, and then their own feet, fitting in with the children's interests to extend their learning.

Staff use opportunities, such as story time, very effectively to promote children's language and communication. They teach children to listen carefully and respond to what they see and hear. For example, children are able to recognise a square book in the secret story sack and a range of letters in the title of the books. Staff sit with their key children and talk about what they have been doing at nursery and at home. They listen to them intently and this shows children that staff value what they have to say. Staff encourage children to try out new experiences, such as learning to jump on the trampoline and using a cup without a lid.

Children develop early literacy skills as they listen to stories, read and talk about the initial sounds of words, and attempt to form letters in different materials. Staff provide opportunities for children to develop their literacy skills inside and outdoors, and the choice of reading materials on offer to the children is good. However, staff do not always make full use of children's names, words and labels around the play areas. This means they occasionally miss some opportunities to enhance children's early reading skills. For example, children's tablemats do not include their name, toy boxes are not labelled and there are few words and books in the outdoor environment.

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

The nursery's home-from-home approach to families and children helps children feel comfortable and settle quickly. Children have a key person who supports their individual needs well. Staff listen carefully to children, get down to their eye level and smile encouragingly, which positively supports children's self-esteem and builds their confidence. For example, staff understand that some children need reassurance to participate in small-group times first, before being gently encouraged to speak out in a large-group activity. This supports children's emotional well-being successfully.

Staff work together supportively as a team and know all the children well. They use regular positive praise, such as, 'Well done' and, 'Good listening', which helps to foster children's self-esteem and supports children to feel safe and secure.

Children move around the playrooms and outdoors confidently making choices between the activities. Children are keen to help adults during routines, such as counting out and setting plates and cups at meal times, and giving out the drinks and food. Staff encourage children to be independent in their self-care, such as putting on their own coats and wellington boots. At snack time, children serve themselves milk and water and clear away their own plates and cups. These skills help children to become self-sufficient.

Staff are good role models at all times interacting with each other politely and with respect, setting a good example to the children. Children are well behaved and the nursery's positive and calm approach to behaviour management helps children develop good social skills. Staff talk to the children about making, 'Good choices' and, 'Bad choices', and children were seen sharing toys and equipment and cooperating well together as they played. These skills positively support children's personal development, helping them to become socially confident in preparation for school.

The nursery is a safe environment and staff carry out regular risk assessments throughout the day, talking to the children about keeping themselves and others safe. For example, children know only one person is allowed to jump on the trampoline at any one time to remain safe. They understand that used tissues must go in the bin. This gives children an understanding of risks in their environment.

Staff teach children about self-care as they start to recognise when they are tired and need to rest. They learn to drink water when they are thirsty; the staff give them healthy and nutritious foods and makes sure they get regular fresh air and exercise daily. Children improve their physical development as they play in the garden and visit places of interest in the locality. Staff develop children's understanding of healthy lifestyles with planned activities, conversations during snacks and meals, and first-hand experiences, which help children to learn the reasons for these good practices.

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

Management and staff have ensured all recommendations from the last inspection have been implemented. They have received effective training from the local authority and an outside early years consultancy. This has resulted in improved professional development of staff and more effective planning with clear learning objectives for children. In addition, the improved management of daily activities and routines, particularly during meal times, support children's social and communication skills effectively. These changes have improved the progress that children make during their time at the nursery and support the development of their confidence and positive self-esteem.

The manager and her team have a secure knowledge of the requirements of the Early Years Foundation Stage. There are sound systems in place to monitor the breadth and quality of the curriculum. This includes the tracking and analysis of children's next stages in learning so that all children make good progress, and staff can identify where children might benefit from the support of other professionals. However, monitoring of progress for

different groups is at a very early stage. Consequently, staff do not receive information on trends and patterns to inform their planning about how groups of children are progressing against the development of other children.

There is a robust recruitment and induction procedure implemented for all staff. Staff have completed child protection training and are very clear about what to do if they have concerns about a child's well-being. They have thoroughly assessed the risks to which children may be exposed, both in the nursery, in the garden and on local walks. Staff complete required accident forms and medication forms, and these provide useful information for parents about their children. All staff have completed safeguarding, first-aid and food-hygiene training. These support the staff in promoting children's well-being and welfare effectively.

The owners, manager and her staff are committed to ensuring the nursery provides good quality childcare. There are good systems in place for the review of the provision. This includes using feedback from previous inspections, outside early years consultants, the local authority early years consultation visits, the views of the parents and internal audits of practice. As a result, the whole team demonstrate a strong desire to drive further improvements. Staff use this information well to identify priorities for improvement and put in place actions to address them. For example, staff have recently moved the children's cloakroom area to a playroom to minimise the risk of children leaving the building at busy collection times.

Parents speak very highly of the manager and her staff and the care and education that they give to the children.

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	EY350288
Local authority	Bristol City
Inspection number	962826
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	42
Name of provider	Once Upon A Time Day Nursery Partnership
Date of previous inspection	10/02/2014
Telephone number	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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