

# Once Upon A Time Day Nursery

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

## Inspection date

05/01/2015

Previous inspection date

08/10/2014

## 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

- Children's safety is of importance at the nursery, especially at drop- off and collection times. Staff maintain a safe and secure environment.
- Children are actively involved in their learning, making decisions about their play. The rooms are well organised and provide children with a variety of easily accessible toys.
- Some staff positively support children's learning through effective teaching, especially in developing their imaginative play, physical development and mathematical understanding.
- Accurate action plans have supported sound progress since the last inspection.

### It is not yet good because

- At times, staff are too focused on specific children and therefore, some children are not fully engaged in activities and supported in their learning through staff interactions.
- Staff do not deploy themselves appropriately to ensure that the youngest children have daily opportunities to play outside to maintain their well-being.
- Staff do not always consistently share information with other early years settings that children attend, in order to maintain continuity in their learning and development.
- Staff do not always model turn- taking to help children develop their social skills further.

## **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 all age groups playing inside and the pre-school children playing outside.
- The inspector observed staff interactions with children and spoke with them about children's care, learning and development.
- The inspector spoke with staff, the leadership team and parents at convenient times during the inspection.
- The inspector carried out two joint observations with the manager and qualified teacher.
- The inspector sampled a range of documentation, including children's assessment records, staff suitability records and the nursery's policies and procedures.

## **Inspector**

Rachael Williams

## Full report

### Information about the setting

Once Upon A Time Day Nursery registered in 1999. The nursery and its sister nursery, also in Bristol, are privately owned. It operates from a converted private house in the residential area of Westbury-on-Trym, Bristol. Children use both floors of the property, with younger children and babies accommodated on the first floor. 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 children on roll. 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 owners employ 11 members of staff to work with the children. All staff, except two, hold appropriate early years qualifications at level 3 or above. This includes a member of staff who holds qualified teacher status and works across both nurseries.

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

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

- improve staff skills to involve all children in purposeful activities through positive interactions and responding to their learning needs, interests and engagement
- ensure effective deployment of staff so that the youngest children have daily opportunities to play outside to maintain their well-being.

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

- consistently share information with all other early years providers the children attend, to maintain continuity in their learning and development
- encourage sharing and taking turns consistently to help children develop their social skills further.

### Inspection judgements

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

Most children enjoy a range of activities across the different areas of learning that support their interests and learning priorities. Children are actively involved in their learning and

make decisions about their play. This is because staff have organised the play spaces well with a variety of easily accessible toys and resources, such as within the discovery area. Older children keenly accessed the computer and completed programmes of interest competently. Some children choose to play outside and are keen to investigate. For example, they solved problems and tested their ideas as they used guttering and support towers to explore how the balls moved. Children made observations, such as identifying their muscles and strength as they lifted the support towers. Others explored imaginatively as they negotiated space on the scooters. Children explained that they were going to Brazil in their racing car. Staff encouraged children to think about safety, reinforcing traffic light instructions. Babies also enjoyed some physical play indoors, such as exploring different coloured balls in the ball pit. They reached and grasped chosen balls, transferring them from hand -to -hand, developing their coordination skills well. However, staff do not plan daily opportunities for them to play outdoors.

Some staff use good teaching methods. They know their children well through improved observation and knowledge of the children's next steps in learning. For example, some staff's positive interactions helped pre-school children develop their ideas as they explored imaginative play. Children decided to make the large cardboard box into a rocket, stating that they were astronauts. Staff listened well to children's requests, for example, to draw 'three, round buttons'. Children explored mathematical language competently. They counted the buttons to check that the correct amount had been drawn and suggested that they write the numbers. Staff supported children well, encouraging their number formation. Children stated that they found number two difficult to write. Staff demonstrated this well. They provided steps to encourage children to have a go by drawing dots for them to join together. Throughout the activity, staff modelled language well by questioning and providing children with a commentary to their actions to introduce new and specific vocabulary. However, these positive interactions are not consistent throughout the nursery, therefore, not all children make the same good progress. Some pre-school children in group activities go unheard and therefore, their development is not fully challenged. For example, during a lively group exploration of homemade cloud dough, a child asked several times for help because they could not get dough out of their funnel. They persevered independently for a while, but lost interest because their requests for help went unanswered. This does not successfully engage them in purposeful play in order that so they develop concentration, motivation and achieve what they set out to do.

Babies confidently explored their environment selecting favourite books to share with adults. Staff interacted appropriately by commenting on what the children see, helping them to develop their emerging communication and language skills. They encouraged children to point to different animals, supporting their understanding with descriptions and sign language. Staff plan specific activities to support children's next steps in learning well, such as using song time to support communication and language development. Staff used props appropriately to engage specific children and extend their learning. However, they did not always acknowledge other children that had shown interest in the activity, such as when they clapped along to the songs or attempted to use the signs for the animals. This meant their attempts went unnoticed and uncelebrated, and therefore, they were not engaged or encouraged to repeat the experience. Babies enjoyed interactive toys and copied staff's movements to operate them, such as pressing the bear's paw to make the music play. Children swayed in time to the music and staff provided a narrative to their

movements to develop their communication skills.

Staff routinely make observations of children's engagement in activities and are beginning to use this information productively to plan for children's future learning and development. Staff work alongside parents to identify children's next steps in learning and encourage parents to share children's achievements at home. Staff identify those children that are not working within their typical range of development and provide parents with support. For example, the key person works collaboratively with parents to help babies' physical development by providing activities to support their muscle development and encourage crawling. The key person and special educational needs coordinator track children's progress and make appropriate referrals to other professionals. This enables them to seek support for those children with special educational needs and/or disabilities.

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

Children happily enter the inviting setting and are fully aware of routines. For example, when older children arrive, they know where their named peg is situated and change into their slippers independently. Staff routinely meet babies' care needs. This helps babies to form close relationships with their key person. They are cuddled and reassured when their parents leave and when they become distressed when unknown adults are present. There are suitable arrangements to support toddlers as they move downstairs to the pre-school room. This promotes children's emotional well-being. Children throughout the nursery behave well overall, as they understand expectations and boundaries. Most staff provide clear explanations so children understand the consequences of their actions. For example, staff clearly explained the importance of not throwing plastic balls inside the nursery while children sleep. On occasion, staff do not always help children develop turn-taking skills to support their social skills in readiness for their eventual move to school, such as intervening when children take containers from others when they play with the cloud dough.

Staff have improved hygiene practices since the last inspection. They provide stronger role models so that children can learn how to keep themselves healthy. For example, staff follow appropriate procedures when changing children's nappies, ensuring they wash their hands and sterilise the mat after each use. Staff help younger children and babies to wipe their noses. They discard tissues appropriately and either wash their hands or use a sanitising gel to reduce the spread of germs. Older children follow this practice as they become more independent, such as accessing tissues for themselves and discarding them appropriately in bins. This provides children with life skills for their future learning and development.

Children enjoy healthy snacks. These include a selection of dried fruits, kiwi, apple and a plain biscuit. An outside catering firm provides meals that meet children's special dietary requirements and stage of development, as discussed with parents. Children learn about dental hygiene as they explore a model of teeth. Children concentrated well as they squeezed the toothpaste onto the brush. They followed staff instructions well and learnt the importance of brushing the front, back and top and bottom of their teeth. Children are

pleased with their achievements and share their satisfaction with other members of staff. This demonstrates that children form strong bonds with all staff.

Some children have frequent opportunities to play outside and to go on visits in the community, such as to the library, especially the older children. The outside play area is well equipped and provides suitable opportunities for children to develop their skills, such as digging for dinosaur bones. There is good individual support for older children to develop their physical skills. For example, staff provided clear instruction to help them progress to using the pedals on their tricycle so they develop good coordination and negotiate space safely. However, younger children in the baby room do not benefit from the same regular outdoor experiences. This is because staff are not deployed effectively at all times to ensure they are available to help in the baby room. This means babies cannot enjoy daily opportunities to be outside in the fresh air to maintain their well-being. This is a breach of requirement.

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

The nursery has made steady progress since their last inspection. This is because they have made detailed action plans to address the issues arising. It has also obtained support from a consultancy firm and early years advisers. However, the management team have not ensured they meet all requirements of the Early Years Foundation Stage, by providing babies with daily opportunities to be outside. Staff have improved the learning environment to ensure that it is safe, hygienic and adequately risk assessed. Toys and resources are easily accessible and pre-school children can move freely between the rooms and outside area. Policies have been updated and staff have attended meetings to increase their understanding of hygienic nappy changing arrangements to reduce the risks of cross infection. The management team are beginning to use peer observations constructively to improve consistency of staff teaching through effective supervision and identification of training needs,; but this is still in its infancy. The quality of most teaching has improved because staff have attended relevant training, although it is still variable at times. This means that overall, not all children make as much progress as they could. There has been a focus on ensuring that staff complete observations regularly and use them appropriately to assess children's progress. The management team oversees children's progress regularly to promote consistency in staff practice and to identify their training needs. Staff have a suitable understanding of children's next steps in learning and use these appropriately to plan interesting activities across the educational programme. Therefore, children make sound progress in their learning and development.

Staff maintain good standards of safety. They complete regular risk assessments of all areas used by the children. They provide a secure environment. For example, senior members of staff greet children, parents and visitors routinely at the locked front door to allow them entry and maintain children's well-being. Staff have a secure knowledge of who may collect the children, and password systems are implemented consistently. All staff are suitable for their role due to the well-defined recruitment and induction

arrangements. Staff demonstrate an appropriate understanding of policies and procedures to maintain children's welfare. Staff have a good understanding of safeguarding issues, such as the procedure to follow should they have a concern about a child in their care.

There are suitable partnerships with parents and other early years settings, overall. The key person gains essential information from parents about their children's learning and care needs. Parents comment that they feel well informed about their children's progress and daily activities. There are regular discussions with parents both daily and more formally at parent evenings, when staff share children's learning diaries and discuss the next steps. There are appropriate arrangements in place to support children learning English as an additional language. Parents complete a transition sheet when their children start at the setting so that staff are aware of keywords in the children's home language to support everyday routines. Partnerships with other early years settings children attend are not always consistent. Staff liaise with some settings at key times, such as to share the required progress check for two--year-olds. However, the sharing of information is not ongoing or consistent with all settings and therefore, staff cannot use the information to successfully maintain continuity in children's care, learning and development.

## 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

<b>Unique reference number</b>	107023
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	994770
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Once Upon A Time Day Nursery Limited
<b>Date of previous inspection</b>	08/10/2014
<b>Telephone number</b>	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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

