

Once Upon A Time

Cavendish Sports Pavilion and Cavendish House, Field End Road, Eastcote, Middlesex, HA4 9PG



Inspection date	25 September 2015
Previous inspection date	16 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff provide a welcoming learning environment to meet the individual needs of all children. As a result, children settle in quickly and develop a good sense of belonging.
- Overall, teaching is strong. Staff show a good understanding of how to support children's learning and development through play. Consequently, children make good progress and are ready for the next stages of their learning, including school.
- Staff welcome all children, promoting a warm and friendly environment. They take time to listen to children and continually engage in conversations. This particularly helps children with speech and language difficulties to make good progress.
- Children have access to various opportunities to help them learn about different people, communities and their cultures. This effectively promotes children's understanding of similarities and differences around them.
- Staff have detailed information about the progress individual children make. They share such information with parents. This helps to support children's ongoing learning and development in the provision and at home.
- Leaders continually monitor and evaluate the provision to ensure the nursery maintains a good-quality service.

It is not yet outstanding because:

- At times, staff do not offer a suitable range of challenging activities to fully stretch the most able children to extend their learning even further.
- Occasionally, leaders do not always make the best use of current systems to identify more clearly the progress of different groups of children, so they can continue to tailor their learning.

What the setting needs to do to improve further

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

- increase opportunities for most able children to experience a more suitable range of challenges during play, to further extend their learning
- consider ways to make better use of information gathered from assessments, in order to continue to strengthen children's learning opportunities, particularly for those who require additional support.

Inspection activities

- The inspector observed activities in all parts of the nursery, including the outdoor provision.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the nursery management team.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records, planning documentation and the nursery's policies and procedures, including those related to the suitability of staff.

Inspector

Fatiha Maitland

Inspection findings

Effectiveness of the leadership and management is good

Leaders regularly observe teaching and learning, and monitor children's progress. Furthermore, they set reasonable targets for staff to further improve children's learning and development. This helps them to ensure that children continue to make good progress and address any gaps in their learning. Safeguarding is effective. The provider conducts the required vetting checks on all members of staff to ensure that they are suitable people to work with children. Staff have a good knowledge of the different safeguarding issues and the reporting procedures. They receive good support and attend courses to improve their skills. The impact of this is evident in the improvements that the nursery has made since the last inspection. For example, staff have improved the provision to further develop children's creativity and imaginative skills. Staff act on the information they obtain from parents, children and outside professionals to evaluate their own practice and to sustain good outcomes for all children.

Quality of teaching, learning and assessment is good

Staff plan and provide a wide range of interesting activities and resources that motivate children's learning and stimulate their development. Children learn to share resources fairly, take turns and respond well to instructions. Staff talk to children during play. For example, they use lots of language, and repeat words and phrases, so that children of different ages learn new words and develop the confidence to communicate their ideas and feelings to others. This effectively promotes children's communication and language development. Staff engage children in activities, for instance, by exploring letters and sounds, counting and ordering numerals; this supports children's understanding of literacy and mathematics well. Therefore, staff prepare children well for moving to the next age group or starting school.

Personal development, behaviour and welfare are good

Staff offer children warm and caring relationships. They respond quickly to children's individual needs and interests. Therefore, children feel safe and secure, especially with their key workers. Children understand the importance of good hygiene routines. For example, they know why they must wash their hands before mealtimes and after visiting the bathroom. Staff teach children about the benefits of eating nutritious snacks and meals, and the importance of physical exercise. The management team conducts daily checks on the premises and resources to minimise risks. This means that children are able to enjoy playing in a safe environment.

Outcomes for children are good

All children make good progress in relation to their different starting points. Children learn to be independent and ready for school; for example, they use the toilets themselves, wash their hands and practise putting on their coats to develop confidence. Older children learn to retell their own stories and write their own names correctly.

Setting details

Unique reference number	139102
Local authority	Hillingdon
Inspection number	836554
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	46
Name of provider	Lorna Hackland-Crowther
Date of previous inspection	16 February 2010
Telephone number	020 8866 7258

Once Upon A Time registered in 2000. The nursery is located in Eastcote, in the London Borough of Hillingdon. It operates from 7.45am to 6pm, for 52 weeks of the year. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. The provider holds Early Years Professional Status and employs 12 staff, one of whom has a honours degree in Childcare and one has a foundation degree in Childcare. One is qualified to level 5, one is qualified to level 4, two are qualified to level 3, five are qualified to level 2 and two members of staff are unqualified.

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