

# Once upon a Time - Clarendon

Pelham Avenue, Nottingham, Nottinghamshire, NG5 1AL



<b>Inspection date</b>	12 January 2016
Previous inspection date	15 March 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 form warm and caring relationships with the children, expertly promoting confidence and self-esteem, which means all children are happy and settled.
- Staff plan for each child's individual learning needs and take account of their interests. Consequently, children are well motivated and keen to learn.
- Partnerships with parents are particularly strong. Parents feel welcome, supported and fully informed about their child's progress.
- Staff promote positive behaviour effectively and as a consequence, children behave very well. Children take turns and share resources readily.
- Leaders and managers are knowledgeable about how to keep children safe and are skilled at providing the best possible environment to promote their welfare. This means children are very well safeguarded.

### It is not yet outstanding because:

- Comprehensive processes for supervision and performance management of staff are in place. However, managers do not always ensure that their arrangements for monitoring staff's practice are sharply focused on driving the quality of teaching to a higher level.
- A small number of staff use highly effective questioning techniques and provide children with excellent opportunities to express their own knowledge, thoughts and ideas. However, this practice is not consistent across the staff team.

## What the setting needs to do to improve further

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

- strengthen arrangements for monitoring staff's practice, in order to support them to further develop their skills and increase the potential of all of them to achieve excellent standards of teaching
- encourage all staff to consistently make better use of opportunities for children to develop, improve and use their knowledge and thinking skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery leadership team. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

**Inspector**  
Lynn Weeks

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders have a comprehensive knowledge of the requirements of the Early Years Foundation Stage. The arrangements for safeguarding are effective. Staff know how to keep children safe and understand how to refer on any concerns they may have about a child's welfare. Leaders and managers monitor staff's planning and assessment to ensure all children make good progress. Staff are well qualified and undertake regular and ongoing training to improve their skills. Very good transition and settling-in procedures support children to move from home to the nursery. Effective links with schools are also developed to support children with their eventual move there. Parents confirm they are happy with the care and learning their children receive at the nursery. Information is continually shared and exchanged between staff and parents, enabling everyone to actively contribute to children's ongoing learning.

### Quality of teaching, learning and assessment is good

Staff observe and assess what the child already knows and what needs to be done to promote their future learning well. As a result, all children are engrossed in their learning and make good progress. Staff use a range of teaching techniques to excite and motivate children. For example, while playing with blocks, staff encourage children to solve simple problems and explore mathematical properties. Staff create a welcoming, inviting and well-organised environment. This means children can access resources easily to extend their play. Staff support children's acquisition of language competently. Children enjoy listening to stories and singing songs. The older children readily engage in conversations with adults. Children concentrate well, for example, they focus intently as they transfer sand between different sized containers.

### Personal development, behaviour and welfare are good

Staff are positive role models who actively encourage children to treat each other with respect and tolerance. They have a strong understanding of each child's emotional needs. Children interact confidently with staff and play happily with their peers. Children are developing independence. Babies are encouraged to feed themselves and older children to put their own coats and boots on. Children's health is well promoted. They have opportunities for fresh air and exercise when they play outside each day. Children enjoy imaginative physical games and activities in the garden. An example of this is where children enjoy acting out popular stories as staff read them aloud. Lunches are healthy and nutritious. Sensible hygiene procedures are followed to prevent the spread of infection.

### Outcomes for children are good

All children, including those who receive funded education, make good progress from their starting points. They are fully engaged in their play and learning. Children show increasing confidence in their ability to communicate effectively. Therefore, children are well prepared for the next stage of their learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	254629
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	854865
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	57
<b>Number of children on roll</b>	80
<b>Name of provider</b>	New College Nottingham
<b>Date of previous inspection</b>	15 March 2012
<b>Telephone number</b>	0115 838 0137

Once upon a Time - Clarendon was registered in 1994. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm, Monday to Thursday, and 8am until 5.30pm on Fridays. The nursery provides funded early education for two-, three- and four-year-old children.

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