

Once Upon A Time - City

New College Nottingham, Stoney Street, Nottingham, NG1 1LH



Inspection date

11 May 2016

Previous inspection date

28 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Good partnerships with other professionals help practitioners to meet children's individual care and learning needs. Children with special educational needs or disability are cared for by experienced and knowledgeable practitioners. Children who speak English as an additional language are supported well.
- Leadership and management are strong. The practitioner team works extremely well together and places the care, learning and development of children at the centre of their practice. The management team regularly liaises with parents and practitioners to evaluate the service they provide. This helps them to maintain good quality provision and to drive further improvement.
- Practitioners are committed to providing a fully inclusive service. Children are helped to learn about each other and those in the wider world. Parents are involved, as they are well supported to share information about their culture with the children.
- Teaching is good. The experienced and well-qualified practitioners ably support children's good learning and development.

It is not yet outstanding because:

- Although practitioners monitor and assess children's progress well, they do not use this information to plan activities that very precisely match the next steps in learning for each individual child. As a result, children make consistently good, rather than exceptional, progress in their learning.
- On occasions, practitioners are unable to fully build on children's achievements and individual interests outside the nursery. This is because parents are not consistently encouraged to share information about what children enjoy and achieve at home.

What the setting needs to do to improve further

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

- use information from the assessments of children's progress to plan more precisely for individual children's next steps in learning, in order to increase the potential for them to consistently make exceptional progress
- give parents the support and encouragement they need to share information about what children enjoy and achieve at home.

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 a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to practitioners and children throughout the inspection.

Inspector

Sue Riley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All practitioners have a good understanding of how to protect children from harm, which is supported by ongoing safeguarding training. Robust recruitment and induction procedures are used to check that adults caring for children are suitable to do so. The management team provides strong leadership and a clear vision for continuous improvement that is shared by all practitioners. The management team uses effective professional development systems and regular meetings with practitioners to help them develop their teaching skills and knowledge. They also support trainees to gain recognised childcare qualifications, in order to help all practitioners improve. Practitioners work very well as a team. Partnerships with parents are strong. Practitioners regularly track children's progress to ensure that any gaps in their development are identified and appropriate interventions are sought.

Quality of teaching, learning and assessment is good

The quality of teaching is good. All practitioners are involved in children's play and there is a strong focus on developing their communication and language throughout the nursery. Children in the pre-school room show good concentration and listening skills during group activities. For example, a librarian who is visiting the nursery reads a story to the children and they eagerly answer the questions about the story. Daily outdoor play supports children's good physical development. Toddlers learn about the concept of long and short as they make sausages with playdough. Babies enjoy sensory play and get excited as they chase bubbles. Practitioners have strong teaching skills. They use questioning, explaining, language modelling and encouragement to help children learn. They plan effectively to make sure children take part in challenging activities that extend their learning. Practitioners ensure that parents are aware of the daily activities children have enjoyed while at nursery.

Personal development, behaviour and welfare are good

Practitioners attend to children's emotional needs sensitively and develop close relationships with the children and their parents. Children show they are confident, settled and happy in the care of practitioners. They learn good hygiene routines and personal care skills and enjoy plenty of fresh air and exercise to help them keep healthy. Children are offered a range of nutritious meals and snacks. Practitioners are good role models and communicate sensitively to children and each other. They support the children to behave well, using lots of positive praise.

Outcomes for children are good

All children are progressing well from their starting points. Children are motivated and active learners and are well prepared for the next stage in their learning, including the move on to school. Independence is encouraged throughout the nursery. Pre-school children play together very well. They learn how to take turns and share the resources fairly. Babies babble to themselves as they see their reflection in the floor-level mirror. Toddlers practise their early mathematical skills as they complete the inset puzzles.

Setting details

Unique reference number	254626
Local authority	Nottingham City
Inspection number	854864
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	50
Number of children on roll	78
Name of provider	New College Nottingham
Date of previous inspection	28 March 2012
Telephone number	0115 838 0573

Once Upon a Time - City was registered in 1999. The nursery employs 15 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and nine at level 3. The nursery is open Monday to Thursday from 8am to 6pm and on Friday from 8am to 5.30pm. It is closed on public holidays and for two weeks at Christmas. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs or disability and those who speak English as an additional language.

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