

Once upon a time Nursery School



Cecil Gowing Infant School, Falcon Road West, Sprowston, Norwich, NR7 8NZ

Inspection date	9 January 2017
Previous inspection date	8 November 2013

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

- The manager is passionately committed to providing high-quality childcare and education for children. She regularly reviews and reflects on what is offered for children and continually targets areas for improvement to enhance their experiences.
- Staff know the children well and make ongoing assessments of their capabilities. Staff use successful strategies to help children learn. They question children skilfully to help promote their critical-thinking skills and give them time to think and respond.
- Children build secure bonds to staff and engage in meaningful ways with them throughout the day. Staff respond well to children's emotional needs. They are warm and caring and offer a calm and welcoming environment for children.
- Staff are good role models for children. They are kind and polite and remind children to use good manners. Staff praise children for their achievements, which helps them to develop good levels of self-esteem.
- Children develop well in the nursery. Additional funding is used effectively to target areas where children need the most support, such as building their confidence in social situations. This helps to prepare children well for the challenges of their future learning.

It is not yet outstanding because:

- The monitoring of children's overall progress is not yet robust. The manager does not complete in-depth reviews of children's progress to enable her to target provision precisely to children's changing needs.
- Staff occasionally miss opportunities to encourage children to have a go at small tasks for themselves and help them to develop high levels of independence.

What the setting needs to do to improve further

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

- embed a robust system of reviewing and reflecting on the progress children make to ensure provision is precisely targeted to help all children make the most rapid progress in their learning
- support children to become highly independent individuals and provide encouragement at every opportunity to enthuse children to have a go at small tasks for themselves.

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 manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery. The inspector also discussed the nursery's self-evaluation.
- The inspector sampled a range of other documentation, including the learning and development records of children, the nursery's policies and procedures and risk assessments.
- The inspector spoke to children and a small number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure understanding of how to report their concerns about children's welfare. The manager ensures their knowledge is kept updated regularly. Staff are supported well in their ongoing professional development and complete training to give them specialised knowledge and skills. For example, staff take lead roles to support children in their speech and language and to support those children who speak English as an additional language. Staff bring new ideas and ways of working into the nursery and share their knowledge and skills with others. Staff are encouraged to complete childcare qualifications to help them continue to improve the quality of their teaching. The nursery supports the diversity of children's lives. Resources are freely available to support those children who speak English as an additional language to develop their skills in English and to promote their home language. Children's different cultures are celebrated as they share their cultural traditions with others.

Quality of teaching, learning and assessment is good

Staff plan a wide range of opportunities for children to stimulate them, maintain their interest and help them to grow and develop. Staff build on children's ideas as they play. A story about a butterfly evolves into a painting activity where children explore as they identify and mix colours. Children play imaginatively for prolonged periods. They choose their favourite toys and construct stories together. Children use different voices for different characters and use expression in their voices as they develop their language and communication skills. Staff develop effective partnership working with parents. They gather information from parents when children first start to help plan for children's learning. Staff share ongoing information with parents about children's development and discuss any concerns they have with them. Parents contribute to children's learning records and comment positively about the progress their children make at the nursery.

Personal development, behaviour and welfare are good

Children demonstrate a clear understanding of the settings rules and boundaries. For example, they are aware that a maximum of two children are allowed in the dark den at any one time. They negotiate well with each other and successfully take turns without needing adult support. Outdoors, children exercise their bodies as they engage in physical activity. They learn to move and dance in different ways as they listen to music. Children adopt good hygiene procedures and they brush their teeth after lunch. They recognise that they need to do this to keep their teeth healthy. Children choose from a selection of food at snack time. They competently name the different fruit and vegetables on offer. Children develop a sense of belonging in the community as they access a wide range of opportunities and experiences beyond the nursery to add depth to their learning.

Outcomes for children are good

Children progress well in their learning. They quickly develop in confidence and become eager and motivated learners. Children communicate well with staff and each other and show good social skills when playing with others. This prepares them well for the next stage in their learning, such as school.

Setting details

Unique reference number	EY356007
Local authority	Norfolk
Inspection number	1064991
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	24
Number of children on roll	46
Name of registered person	Once Upon A Time Nursery School Ltd
Registered person unique reference number	RP901928
Date of previous inspection	8 November 2013
Telephone number	07503 157 720

Once upon a time Nursery School was registered in 2007. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 12.15pm to 3.15pm, with a lunch club from 11.45am to 12.15pm. The nursery provides funded early education for three- and four-year-old children.

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