

Once Upon a Time Day Nurseries



Feltham Hill Junior School, Ashford Road, FELTHAM, Middlesex, TW13 4QP

Inspection date	23 October 2017
Previous inspection date	6 June 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

- Children form close relationships with all staff. They confidently approach staff to share their thoughts and ideas. Children enjoy reassuring cuddles with staff and snuggle up with them for stories and to look at books. This helps to support children's emotional well-being and sense of security.
- There are very effective arrangements for children who have special educational needs and/or disabilities. Staff work closely with other professionals to develop individual learning plans for each child. They help parents to apply for funding and classroom assistance to enable children to transfer into suitable schools when the time comes.
- The manager closely monitors staff and meets with them on a regular basis to help them develop their knowledge, skills and practice further. This helps to maintain and extend their teaching skills and interactions with children.
- All children make good progress in relation to their individual starting points. There are effective monitoring procedures which help to identify any gaps in children's learning promptly. Staff know what interests children and use this knowledge to help them plan activities to support the next steps in their learning.

It is not yet outstanding because:

- Sometimes, staff do not make the best use of every opportunity to encourage younger children's creativity.
- Staff do not make the most of opportunities to encourage older children to use their senses to help them explore and make sense of the world around them.

What the setting needs to do to improve further

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

- develop further the opportunities for children, particularly the younger children, to explore and extend their creative skills
- build on the range of opportunities for children to use their senses to explore and make sense of the world around them.

Inspection activities

- The inspector had a tour of the premises and spoke to available parents.
- The inspector observed children inside and in the garden and discussed children's learning and development with staff.
- The inspector completed a joint observation with the manager and held discussions regarding children's progress.
- The inspector spoke to children, staff, the manager and the provider.
- The inspector sampled relevant documentation, including staff's suitability checks and evidence of their qualifications.

Inspector

Sue Mann

Inspection findings

Effectiveness of the leadership and management is good

The manager regularly monitors staff's ongoing assessments of children's level of achievement and uses this information to help children make good progress. Staff spend additional funding wisely to provide resources relating to children's specific needs, which help them develop their skills and help to close any gaps in their learning. Safeguarding is effective. Staff have a clear understanding of how to identify children at risk of harm and what to do in those circumstances. The manager regularly checks staff's ongoing suitability. For example, she reminds staff of the changes in their home life they must declare and ensures they sign yearly declarations. The manager seeks parents' views in ways that actively encourage their participation. For example, parents place a coloured pom-pom in the corresponding 'yes' or 'no' pot in response to questions asked. The views of parents, staff and children are used to inform improvements.

Quality of teaching, learning and assessment is good

Staff have a good understanding of children's level of development and what they need to learn next. For example, staff working with the younger children place a car mat on the floor when they notice children's interest in playing with toy cars. They encourage older children to think about how to solve problems they encounter in their play. For example, when the train runs off the train track, staff ask children what they could do to stop this. Children comment that they need to make the track longer, which helps them to take ownership of their play and extend it independently.

Personal development, behaviour and welfare are good

Staff make good use of links with local schools to help support children as they prepare to move on to the next stage in their learning. They share information about children's characters, progress and routines with school teachers, which helps to support continuity in children's care, learning and development. Staff consistently praise children for their good behaviour. Children take turns, share toys with their friends and show concern when younger children become upset. Children enjoy playing outside and make good use of the range of resources to help them develop their physical skills. Children ride around on scooters and sit-and-ride toys, carefully avoiding obstacles in their way. Other children enjoy role play and gently feed their toy dolls using a spoon, pot and water gathered from the play tray. Staff help children to extend this play. For example, they offer children additional resources, such as a highchair in which to feed their doll.

Outcomes for children are good

Children enjoy messy play. For example, they delight in exploring pumpkins and different squashes that staff have cut open. Children use spoons, ladles and other kitchen implements to pick seeds and fibres out of the vegetables. Children have many opportunities to learn about the differences between themselves and others. They take part in activities that help them to learn how people who have different faiths and beliefs celebrate important festivals. For example, children learn about Eid and have the opportunity to taste different traditional foods.

Setting details

Unique reference number	EY363912
Local authority	Hounslow
Inspection number	1062109
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	1 - 4
Total number of places	35
Number of children on roll	46
Name of registered person	Lorna Hackland-Crowther
Registered person unique reference number	RP511712
Date of previous inspection	6 June 2013
Telephone number	0208 890 8680

Once Upon A Time Day Nurseries registered in 2008 and is based in Feltham. The nursery is one of nine provisions, privately owned. There are 16 members of staff, of whom 12 hold appropriate early years qualifications, including one at level 6 and another at level 4. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery operates Monday to Friday from 7.45am to 6pm throughout the year and follows the High Scope approach.

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