

Once Upon a Time Day Nurseries (Playgroup)



St. Edmunds Church Hall, Edmunds Close, Yeading Lane, Hayes, Hillingdon, UB4 0HA

Inspection date	10 May 2018
Previous inspection date	4 June 2015

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 leadership and management team provides good support for staff development. It meets regularly with staff for individual supervision to reflect on teaching and discuss support for their individual key children that benefits their learning.
- The staff assess children's learning and progress accurately. They plan activities to include all children and make adjustments for children's differing levels of understanding. Children all make good progress from their starting points.
- Staff plan extremely well for children's communication and language development. They provide excellent small 'language-skills' groups to help children to focus their attention. Children engage exceptionally well in these adult-led activities. They watch and listen, and repeat the words they hear to name the objects and actions the staff demonstrate.
- Staff build good relationships with children and their families. Many families speak English as an additional language and they value staff support in their native tongue that helps their young children to settle and feel secure.

It is not yet outstanding because:

- Sometimes, staff do not manage the end of the session well. Teaching deteriorates and children lose interest. Noise levels become too loud and are not conducive to learning.
- Staff do not consistently help the older, most-able children to begin to understand letters and the sounds they represent, in preparation for early writing.

What the setting needs to do to improve further

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

- manage end-of-session activities more effectively to engage children fully and extend their learning
- enhance older children's understanding of letters and the sounds they represent, in preparation for writing.

Inspection activities

- The inspector held discussions with the leadership and management team about the suitability of staff.
- The inspector talked to staff about their understanding of safeguarding children.
- The inspector completed a joint observation of an activity with the manager and evaluated the teaching and learning together.
- The inspector observed the interactions between staff and children.
- The inspector sampled documentation, including children's development records.

Inspector

Ruth George

Inspection findings

Effectiveness of the leadership and management is good

The leadership and management team reflects on the quality of practice to maintain good outcomes for children. The manager monitors individual and groups of children's progress accurately. For instance, at the end of last term, the manager identified a less obvious gap in learning and took action to enhance teaching. As a result, children's understanding of the world has improved. The leader and manager have developed good relationships with the local school and other professionals, to help prepare children well for school. Safeguarding is effective. The leader and manager ensure staff have a good understanding of child protection. Staff reflect on recent training and talk confidently about signs of abuse and neglect and how children may be influenced by extreme views. They know how to report any concerns they have to keep children safe from harm.

Quality of teaching, learning and assessment is good

Staff know their key children and other children well. They work closely as a team to provide interesting and challenging activities that extend children's learning. Staff incorporate mathematical language throughout the session. They teach children to count, differentiate between size, such as big and small, and talk about shapes in the environment. Staff skilfully ask children questions to help them think and express their ideas. For example, they use storybooks to facilitate learning and pose questions, such as 'What do we open the door with, when we get home?' As children looked at the book, young children pointed to a picture of a key and older children said, 'key'. Staff help children recall previous learning. For example, when they watch in wonder as a butterfly unfurls from a cocoon, older children recall their understanding of a butterfly's life cycle.

Personal development, behaviour and welfare are good

Staff help children to learn to keep safe. For example, when children walk across upturned bowls, staff remind them to place their foot in the middle and hold out their arms for balance. Children follow instructions and confidently jump off at the end. Staff build good relationships with children and know them well. They encourage children's independence. Children confidently explore, choose activities and investigate. Children behave well. They listen to staff. For example, when staff asked the children to quieten down to watch the butterfly unfurl, they took a step back and tried to stand quietly.

Outcomes for children are good

All children, including those who are learning English as an additional language and those who receive funding, develop a good range of skills that prepares them for future learning. Children who require extra help to enhance their language skills hear and learn a good range of vocabulary. They become confident communicators. Children behave well. They play together and learn to share toys and take turns. Children develop good physical skills. Young children enjoy climbing, while older children enjoy riding scooters and playing ball games. Older children enjoy making calculations in their play. They try to make predictions and guess how many more pegs they will need to build a tall tower.

Setting details

Unique reference number	EY314234
Local authority	Hillingdon
Inspection number	1092468
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	2 - 5
Total number of places	25
Number of children on roll	25
Name of registered person	Lorna Hackland-Crowther
Registered person unique reference number	RP511712
Date of previous inspection	4 June 2015
Telephone number	0208 573 9749

Once Upon a Time Day nurseries (Playgroup) registered in 2005. It is located in Hayes, in the London Borough of Hillingdon. It is part of an organisation of eight settings managed by the same provider. The nursery is open each weekday from 9am to midday, during term time only. The provider employs six staff. Of these, three have an early years qualification at level 3 and the manager holds a relevant qualification at level 6. The nursery follows the High/Scope ethos. The provider is in receipt of funding for children aged two, three and four years.

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