

Once Upon A Time - City

New College Nottingham, Stoney Street, Nottingham NG1 1LH



Inspection date	29 November 2018
Previous inspection date	11 May 2016

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

- Leadership is strong. The management team is well qualified and committed to enhancing staff's skills, knowledge and expertise through various professional development opportunities. This helps to ensure staff are kept up to date with changes to best practice and legislation.
- Staff work in innovatory ways to form positive relationships with all parents. Staff keep parents well informed about how their children are developing and actively encourage parents' involvement in their children's learning and development.
- Children behave well. Staff are good role models and help children to be kind, respectful and caring. Older children show patience and turn-taking skills, and use their manners without any prompting from the staff.
- Staff are skilled in supporting children who speak English as an additional language. They use actions, photographs, picture cards and lots of repetition of words in play. Children make consistently good progress in their communication and language development.
- Staff complete regular and precise observations of children. They use information gathered to assess children's development accurately and plan challenging next steps in learning that motivate and excite children.
- Self-evaluation is not yet highly effective to move the setting from good to outstanding.
- Partnerships with other professionals and external agencies are not always secured quickly enough to ensure children consistently receive the best possible support right from the start.

What the setting needs to do to improve further

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

- embed the use of self-evaluation to continue to raise standards to the highest possible level
- find ways to strengthen partnerships with other professionals and external agencies so that children always receive the best possible support and outcomes for their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She talked to children at appropriate times throughout the inspection.
- The inspector completed a joint observation on a planned activity with the nursery manager and evaluated this with her.
- The inspector held a meeting with the nominated person and the nursery manager. She looked at relevant documentation, such as the policies, children's learning journals and registers.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector saw evidence of the qualifications and suitability of all persons working on the premises and other documentation relating to the safeguarding and welfare requirements.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Management ensures that training and discussion about safeguarding issues are prioritised. This helps staff to remain alert to the different indicators that suggest a child may be suffering from harm. Thorough recruitment systems are embedded into practice. Management undertake relevant and appropriate checks to help ensure staff suitability. A clear induction process helps new staff gain an understanding of their roles and responsibilities. Furthermore, new staff receive effective ongoing support from a room mentor. Overall, the self-evaluation of the nursery practice is informative, with the views of parents, staff and children taken into account. The new nursery manager has started to make some changes, demonstrating a capacity to continue improvements. For example, well-targeted improvements to the systems for assessment and planning are helping to provide a precise picture of children's individual achievements and progress.

Quality of teaching, learning and assessment is good

Qualified staff provide a well-balanced mix of child-initiated and adult-led activities. Staff know the children very well and skillfully extend their learning through positive interactions. Babies enjoy the closeness of being cuddled and enjoy relaxing in the quiet area with their favourite book. Staff support and encourage toddlers to think and solve problems. Toddlers spend a significant amount of time focused on completing jigsaws. They show pride when they complete them by clapping their hands and smiling at staff. Older children benefit from a wide range of learning opportunities which encourages their curiosity and imagination. They enjoy playing a guessing game with staff to try and identify what is in the box. They use their thinking skills and developing understanding of letters and sounds to guess each object.

Personal development, behaviour and welfare are good

Staff gather detailed information from parents when children first start at the nursery. They use this information to plan activities and experiences that they know children will enjoy. This helps children to settle quickly and form good attachments to their key person. Staff manage moves between the different nursery rooms well. Children have visits alongside their key person so they gain familiarity with the environment before they move on. Children have good outdoor play experiences that develop their physical skills. They dig in mud and make mud cakes, play with the balls or use the ride-on toys. Children use up energy as they chase their friends around the spacious area.

Outcomes for children are good

Children make consistently good progress from their starting points. They enjoy sharing stories with staff and singing familiar songs, and learn to express themselves in different ways. Younger children learn about their local community and the world around them. They enjoy exploring autumn foliage. Children are developing good independence and key skills, helping to prepare them well for their next steps in learning and eventual move on to school.

Setting details

Unique reference number	254626
Local authority	Nottingham
Inspection number	10072693
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	50
Number of children on roll	70
Name of registered person	New College Nottingham
Registered person unique reference number	RP902751
Date of previous inspection	11 May 2016
Telephone number	0115 838 0573

Once Upon A Time - City registered in 1999. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The nursery is open Monday to Friday from 7.30am to 6pm all year round. It provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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