

# Once Upon a Time Day Nurseries



Hackland House 346 Yeading Lane, HAYES, Middlesex UB4 9AY

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 22 January 2019 |
| Previous inspection date | 3 August 2017   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

- The special educational needs coordinator provides strong support for children who require more help. She works well with other professionals to seek the support children need to help them make progress in their development.
- The manager sources and provides good training and support to enhance staff's teaching practice. For example, recent local authority training has had positive outcomes, enhancing older children's early literacy.
- Staff help children to develop good mathematical skills. They use everyday opportunities to support children to count confidently.
- The manager meets regularly with her staff management team, the provider and the wider organisational management team. Together they reflect on practice, find common themes, and agree and implement action plans that enhance provision for children.
- Staff have a good understanding of how to manage and support children's behaviour. Children learn to follow the nursery rules and boundaries. They are kind, share resources and play happily with and alongside their friends.
- Staff build good partnerships with parents. All parents develop good relationships with their child's key person. Together they share valuable information which helps children to feel secure and supports a consistent approach to their learning and development.
- Occasionally, staff organise large-group activities that last for too long and do not fully engage the pre-school children. Some children lose interest and begin to fidget, disrupting the learning for other children.
- Sometimes, staff and children compete to be heard. The excitement in their activities results in the noise levels rising and children miss some opportunities to learn.

## What the setting needs to do to improve further

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

- consider the size and length of group activities to enhance pre-school children's interest and engagement in learning
- support pre-school staff to reflect on teaching to reduce noise levels so children can hear and build on their learning and development.

### Inspection activities

- The inspector held discussions with the manager about the procedures for recruitment and the suitability of staff.
- The inspector observed the staff's interactions with children.
- The inspector held discussions with the staff and children at appropriate times during the inspection.
- The inspector sampled documentation, including the safeguarding and behaviour management policies.
- The inspector carried out a joint observation with the manager.

**Inspector**  
Ruth George

## Inspection findings

### Effectiveness of leadership and management is good

The manager provides good safeguarding training for staff. They are confident to follow procedures to protect children's welfare and to keep children safe. Safeguarding is effective. The manager works closely with her management team to oversee the curriculum for children. They complete an overview of children's development and identify areas in teaching and learning to build on. Recent training has helped staff to develop pre-school children's speaking and listening skills. For example, most children understand the connection between letters and their sounds, and some are beginning to blend sounds to read simple words.

### Quality of teaching, learning and assessment is good

Staff assess children's development well. They use this information, alongside their knowledge of children's interests, to plan exciting activities and extend children's learning. Staff teach new vocabulary while they describe children's actions. For example, while children played with shaving foam, staff sang 'round and round' as children made circular marks in the foam. Staff support young children and children with special educational needs to communicate well using hand signs and picture cards. Staff give children a good range of media to support their creativity. Staff ask effective questions as children work. For instance, they ask 'What colours make up the rainbow?' and 'How many people are in your family?'

### Personal development, behaviour and welfare are good

Children have a very strong relationship with their key person and other staff. Parents talk warmly of the settling-in procedures and how happy their children are at the nursery. Staff help the youngest children to develop confidence and independence to investigate the environment. Staff manage children's behaviour well. They help children to learn right from wrong, to be kind and to share with their friends. Children's behaviour is good. Staff invite parents to help teach children about celebrations that are special to their families. Staff help children to recognise what makes them unique, including by looking in mirrors to compare the colour and length of their hair.

### Outcomes for children are good

Children develop good physical skills. Young children mount steps using alternate feet with confidence. Children negotiate space when moving on scooters and learn to follow the direction of arrows. They learn to stop to let people cross at the zebra crossing. Children develop good skills for early reading and writing. All children love stories. They clap out the syllables in their friends' names and recognise objects which begin with the same sound, such as 'floppy Fred'. Older children learn to blend letter sounds to read words, such as 'rat'. Young children enjoy making marks on paper, and older children write their names to label their work. Children enjoy singing songs that help them to learn to count to five and down again to zero. All children learn a good range of skills that prepare them well for their next stage in learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY461760  |
| <b>Local authority</b>                           | Hillingdon  |
| <b>Inspection number</b>                         | 10092609  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 46  |
| <b>Number of children on roll</b>                | 70  |
| <b>Name of registered person</b>                 | Hackland-Crowther, Lorna  |
| <b>Registered person unique reference number</b> | RP511712  |
| <b>Date of previous inspection</b>               | 3 August 2017   |
| <b>Telephone number</b>                          | 0208 842 1241   |

Once Upon a Time Day Nurseries registered in 2005. The nursery is situated in Yeading, in the London Borough of Hillingdon. The nursery is open each weekday from 7.45am to 6pm all year. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 19 staff. Of these, the manager holds early years professional status, 11 staff hold a relevant qualification at level 3, and five staff hold a qualification at level 2. The nursery follows the High Scope teaching curriculum.

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