

# Once Upon A Time Nursery

70 High Street, Maltby, Rotherham S66 7BN



<b>Inspection date</b>	10 May 2019
Previous inspection date	31 March 2016

<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

- Members of the management team have a clear vision for the nursery's continuous improvement. They ensure children play and learn in a bright, open and welcoming environment. They make good use of the space available to stimulate children's learning, such as the very exciting sensory room where children experience a myriad of light, sounds and textures.
- Staff accurately assess the level of children's skills, knowledge and understanding on entry to the nursery. They plan well to build on children's interests and skills to help them make good progress from their individual starting points. Staff have high expectations and strive to make learning fun and engaging.
- Staff have a thorough knowledge of the children in their care. They respond well to children's individual needs, including those of children with special educational needs and/or disabilities (SEND). Children consistently show enjoyment in learning and are keen to join in with the many imaginative activities. For example, they pretend to work in a veterinary surgery. They enjoy caring for the toy animals and book appointments for their check-ups and operations.
- Staff are kind, gentle and thoughtful. They are good role models and successfully support children to behave well and consider the needs of others.
- Relationships with parents are extremely good. Parents welcome the frequent, detailed information they receive about their children's progress and daily experiences. They regularly comment on the very friendly staff and the warm ethos they create.
- Managers are not yet making maximum use of all the skills and abilities of the staff to fully develop the quality of provision.

## What the setting needs to do to improve further

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

- maximise the use of staff's skills and abilities to contribute fully to further improving the quality of provision.

### 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 spoke to the children and staff throughout the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery managers. He looked at relevant documentation, such as the nursery's policies and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and also took account of parents' views from their written feedback.

**Inspector**  
Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. There are rigorous procedures to check staff are suitable to work with children. The safeguarding leads ensure staff are well trained in child protection and their knowledge is kept up to date. The managers gather the views of staff, parents and children to consider the quality of their work and plan future developments. There are robust procedures overall to evaluate and improve the quality of teaching and support staff through training opportunities. This has had a positive impact on procedures to support children with SEND and the teaching of literacy. The nursery works well with other early years settings to support continuity in children's learning and development.

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

Staff consistently promote children's listening and communication development well for all groups of learners. For example, they share many different stories, songs and rhymes throughout the day and help children to become familiar with the characters and language. Staff's interaction with children is positive and supportive. They take many opportunities to develop children's early literacy by, for example, regularly repeating initial letters when they model sentences and questions for them. Staff support children's counting and number skills when they mix their own play dough. For example, they discuss how many spoons of flour they need. Staff encourage children to enjoy exploring their creative skills when they dance or play simple musical instruments.

### Personal development, behaviour and welfare are good

Children are helped to understand the importance of sharing, taking turns and listening to others. Staff make good use of praise and encouragement to help children recognise their strengths. They support children to overcome any difficulties, for example when children lack self-confidence. Staff help children understand the feelings and needs of others. They help children express their emotions through, for example, sign language and role play. Staff promote children's awareness of healthy lifestyles and good hygiene procedures. For instance, children, including babies, learn to wash their hands with care and make sure they are dry before eating their well-prepared, balanced meals. Staff help children to be physically active and to take sensible risks.

### Outcomes for children are good

All groups of children achieve well from their individual starting points and are well prepared for their future learning, including starting school. Staff help babies and new children to feel confident in their surroundings and to begin to explore the world around them. Children achieve well in their early writing and reading skills. For example, children progress from identifying their name on self-registration cards to signing in with writing their own name. Children's problem-solving and mathematical skills are challenged by, for instance, sorting toy minibeasts by the number of legs, wings or some other characteristics.

## Setting details

<b>Unique reference number</b>	EY494405
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10076562
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	89
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Once Upon a Time Nursery Limited
<b>Registered person unique reference number</b>	RP531083
<b>Date of previous inspection</b>	31 March 2016
<b>Telephone number</b>	01709 818836

Once Upon A Time Nursery registered in 2015. It is situated in Maltby, Rotherham. The nursery employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and one at level 4. The nursery opens from Monday to Friday all year round, except for a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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