

Once Upon A Time

Croft Day Centre, Ulleries Road, Solihull B92 8ED



Inspection date	11 June 2019
Previous inspection date	13 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Managers and staff are passionate about the continual development of the nursery. They have a clear vision for the future and are motivated to achieve the best possible outcomes for all children.
- The environment is welcoming, bright and well resourced both indoors and out. Staff are friendly and caring. They are sensitive to children's differing developmental needs. Children enjoy attending the nursery. They build positive relationships with staff and settle quickly.
- Children are happy, confident and well behaved. They show that they have good self-esteem and that they feel emotionally secure through the strong relationships they build with staff. They show care and concern for each other.
- Staff find out about and value children's home lives, cultures and languages particularly well. They help children learn about similarities and differences in many ways. Children learn about the importance of tolerance, acceptance and respect as they learn about different festivals.
- Staff plan in the moment as they follow children's interests and choices. They use their observations of children very effectively to assess their ongoing progress and what they need to learn next. The good systems of tracking help staff to quickly identify any gaps in learning and to take prompt action to address these.
- Parents speak highly of the staff and receive ongoing information about their children's learning and development. Staff provide a range of information about children's daily activities and interests to help parents continue to support children's learning at home. Children make good progress from their starting points.
- Occasionally, staff do not give children sufficient time to answer the questions they pose, and share what they know and think.
- Staff sometimes overlook opportunities to help children develop their sense of responsibility and identify potential risks, to keep themselves and others safe.

What the setting needs to do to improve further

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

- develop staff's questioning skills so that they allow children sufficient time to think and answer before asking the next question
- make better use of opportunities that arise to help children develop their sense of responsibility and learn how to identify and manage risks.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff and held a meeting with the manager.
- The inspector looked at relevant records, documentation and policies. She also checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a very good awareness of safeguarding and wider child protection issues. They are secure in their knowledge of how to identify and report concerns to protect children from harm. The manager implements robust procedures to check and verify the ongoing suitability of staff. The manager has successfully created a culture of self-reflection and evaluation. Staff regularly reflect on activities and how children use the environment and change things to enhance the setting. They continually seek feedback from parents, children and staff to inform their future action plans. Staff benefit from ongoing support and training opportunities that help to build on their existing skills. Staff complete safeguarding training, courses on phonics and on exemplary practice with babies.

Quality of teaching, learning and assessment is good

Staff use their good knowledge of children's interests to plan activities that challenge them well. They are particularly effective in encouraging children to use and build on their very good understanding of famous artists, such as Picasso. Children show their artistic skills as they paint still life objects, such as a pineapple, with great creativity. They explore objects that float and sink and develop good mathematical skills as they count and learn complex shapes. Staff plan exciting activities that capture children's attention. For example, children are enthusiastic as they experiment with herbs, adding coloured water and glitter to create magic potions. Children pretend to be florists as they wrap real flowers in coloured tissue paper, decorate them with coloured ribbons and hand them to visitors, staff and their parents.

Personal development, behaviour and welfare are good

Children develop a passion for the natural world around them. For example, they excitedly investigate and take delight in identifying types of fruits. Children cut fruits up and they smell and taste them and talk about which ones they like to eat. Children talked about how butterflies changed from a chrysalis and how they released them into the garden. Babies learn to care for their pet guinea pigs and they explore natural objects, such as wooden materials. Staff promote children's physical skills well. For instance, they help children to balance as they walk on wooden blocks. Children ride bicycles and scooters as they follow road markings in the garden. Each week they look forward to their sports and music session, as they play tag rugby and American football. Children learn the importance of a healthy lifestyle, such as washing their hands at appropriate times.

Outcomes for children are good

Children learn many key skills in readiness for their move to school. They choose what they want to play with and help tidy away when asked by staff. They listen carefully to instructions and understand the nursery routines. Children demonstrate their developing independence as they confidently pour their own drinks and scrape their plates after dinner. Older children recognise their names as they self-register and talk about how they link sounds to letters through rhymes. Children who are disadvantaged make rapid progress because they receive extra opportunities to learn.

Setting details

Unique reference number	EY548525
Local authority	Solihull
Inspection number	10089418
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	72
Number of children on roll	45
Name of registered person	Once Upon A Time Children's Day Nursery Limited
Registered person unique reference number	RP548524
Date of previous inspection	13 June 2018
Telephone number	0121 213 5866

Once Upon A Time registered in 2017 and is located in Solihull. The nursery is open Monday to Friday from 7.30am until 6.30pm, except for bank holidays, for 51 weeks of the year. The nursery employs 11 members of childcare staff, all of whom have appropriate early years qualifications, from level 3 to level 6. The nursery receives funding to provide free early education to children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

