

Inspection of Once Upon A Time Day Nurseries

Hanworth Youth Centre, Hounslow Road, Hanworth, Feltham, Middlesex TW13 6QQ

Inspection date: 28 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

As children arrive, they receive a warm and positive welcome from the staff. Children enjoy cuddles and reassurance from the kind, caring staff. As a result, their emotional well-being is supported, and children feel safe and secure. Children's artwork and photos of their family are thoughtfully displayed. This helps them to feel valued and supports their sense of belonging.

Children enjoy the free-flow access from indoors to outdoors as part of their daily routine. They show motivation as they dig in the mud and fill different containers. They work together to pour water down the guttering tubes and collect it at the bottom. Children are keen, curious learners. They enjoy looking at books independently, and they listen attentively to staff as they read stories to them. Children happily explore their learning environment and staff support child-led play, focusing on children's individual needs. Staff regularly observe children and assess their development. This helps to identify where children might need extra support and helps to close gaps in children's learning. Staff have high expectations of children's behaviour and are positive role models. They praise children for their achievements and help them to understand what is expected of them. Staff are always there to remind children about turn taking and being kind to each other. As a result, children behave well.

What does the early years setting do well and what does it need to do better?

- The manager provides staff with regular supervision sessions to support their well-being and monitor their practice. Staff have access to professional development opportunities to further improve and strengthen their knowledge. Staff comment that they feel valued and happy in their role in the nursery. The manager and owner regularly meet to reflect on the quality of the provision and identify areas for improvement.
- Overall, staff support children's learning well. Staff talk to children about what they see them doing and introduce new vocabulary as they play. For example, as children engross themselves in the sensory experience of water play, staff introduce words such as 'splash' and 'squeeze.' However, at times, staff do not ask questions that encourage children to think and share ideas in order to extend their learning even further.
- An effective key-person and buddy system helps to ensure children receive consistent care and education when their key person is absent. Parents confirm that their child's key person knows them well. Staff share information about children's progress with parents to support them to continue their learning at home.
- Children with special educational needs and/or disabilities are well supported. The special educational needs coordinator and the manager work closely with

parents and other professionals to ensure children's individual needs are met. All children, including those who speak English as an additional language and those receiving funding, make good progress.

- Children learn about festivals and customs such as Diwali and Halloween. For example, children have fun exploring the inside of a pumpkin as they scoop the seeds out. Children have plenty of opportunities to develop their small-muscle skills as they enjoy mark making, painting, and using tongs to pick up objects.
- Staff know the children well and talk confidently about where they are in their learning. They recognise children's interests and use some focused activities to progress children's learning.
- All children enjoy a range of nutritious and well-balanced meals, cooked by the on-site nursery cook. Staff discuss the benefits of healthy eating with children during mealtimes, to support their understanding of the importance of a healthy lifestyle. Children develop increasing independence skills. They serve their food and feed themselves. Staff encourage good hygiene procedures. Children wash their hands regularly and learn about why it is important to look after their oral health.
- The staff team work well together. However, at times, the organisation of daily routines, such as the transition from outdoors to indoors, does not support all children effectively. This results in some children having to wait without being occupied.
- Parents report that they are very happy with the setting. They say that staff are helpful and approachable. Parents receive feedback from staff verbally and through an online application where they can view detailed information about their child's learning and development, to keep them fully informed.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff keep their safeguarding knowledge up to date. Staff demonstrate a good understanding of the signs and symptoms that may indicate a child is at risk from harm, including neglect and extreme views. They understand the procedures to follow should they have a concern about a child's welfare and know how to report any concerns about any adults working with children. Staff complete regular checks on the premises and equipment. Staff supervise children closely and show a good awareness of possible dangers to them. This helps to maintain a safe and secure environment for children. The management team follow effective recruitment procedures to check staff's suitability to work with children.

What does the setting need to do to improve?

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

- support staff to consistently ask questions that encourage children to think and share their ideas and understanding, to fully challenge children in their learning
- support staff to reflect on the organisation of daily activities so that they support all children effectively.

Setting details

Unique reference number	EY555551
Local authority	Hounslow
Inspection number	10174638
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	26
Number of children on roll	27
Name of registered person	Hackland-Crowther, Lorna
Registered person unique reference number	RP511712
Telephone number	02088944351
Date of previous inspection	Not applicable

Information about this early years setting

Once Upon A Time Day Nurseries registered in 2017. They operate from Hanworth Youth Centre in Feltham, in the London Borough of Hounslow. The nursery is open five days a week, Monday to Friday, from 7.45am until 6pm, all year round. The manager holds an early years degree and eight staff have a qualification at level 2 or 3. The nursery is in receipt of early education funding for children aged two and three years.

Information about this inspection

Inspector

Frances Oliver

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector carried out a learning walk to establish how the provision provides their educational programme for children.
- The manager and the inspector jointly observed an activity and evaluated the quality of education.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and nominated individual, and sampled documentation such as staff's paediatric first-aid qualifications and their suitability to work with children.

We carried out this inspection 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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