

# Inspection of Once upon a time Nursery School

Cecil Gowing Infant School, Falcon Road West, Sprowston, Norwich NR7 8NZ

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Inspection date: 21 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children laugh spontaneously and converse joyously in this friendly and nurturing setting. They welcome visitors with a huge smile and a wave. Children are well behaved and develop secure and caring relationships with staff and peers. All staff have high expectations for children's behaviour, and children know what is expected of them. Additionally, staff consistently praise children for acts of kindness and achievements. Staff are attentive. As a result, children demonstrate that they are developing confidence and self-esteem in social situations. They proudly explain to visitors that they are wearing a superhero cape for following the setting's 'golden rules'.

Staff encourage children to take appropriate risks and challenges as they play and learn in the beautifully resourced indoor and outdoor environments. Staff provide clear and consistent messages to children that support healthy choices around food, rest and exercise. Children enjoy being physically active through fun and energetic activities, such as the 'jumping bean' game. They jump into action as staff call out types of beans, roaring with laughter as they wriggle their bodies like 'jellybeans'. Children feel safe and secure in this inclusive setting. They become increasingly independent in managing their personal needs.

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

- All children make good progress from their starting points. Staff carry out regular and effective assessments that help them to support children's ongoing learning and development. Overall, teaching is meaningful. However, staff interactions do not consistently challenge children's abilities or check their understanding of what they are being taught, to help them make further progress in their learning.
- Children develop their communication and language skills very well. Staff swiftly identify children who may need additional support and ensure they receive this. Staff introduce new vocabulary and extend children's ideas through play, stories and role play interactions. For example, staff use 'glisten' to describe how rain looks on a spiderweb. Staff listen to children and repeat words and phrases that they use, building on children's existing understanding of language.
- Children develop resilience and enjoy learning through trial and error. Staff are patient and encourage children to keep trying. This helps children to have consistently positive attitudes to learning.
- Staff have comprehensive knowledge, and their well-planned and creative resources are available to support children to regulate their behaviour. However, staff do not always use these tools effectively when children are upset, to promote their understanding and management of their own feelings and those of others.

- Parents value the strong partnerships that are embedded throughout the setting. They report that communication is excellent, and they feel that their children are safe and well cared for. Parents of children with special educational needs and/or disabilities work closely with their child's key person and the special educational needs coordinator to ensure children achieve the best outcomes.
- The manager constructs a curriculum that is ambitious and designed to give children the knowledge and experience they need in life. The environment supports a coherently planned curriculum. The termly theme and resources based on children's interests promote children's focus on learning and meet their needs. Additionally, the manager fosters a setting that is inclusive and respectful, and integrates children's individual cultures into the learning opportunities for them. Parents report that they feel their children are treated as unique individuals.
- The manager is extremely passionate and focuses on high-quality education and strong shared values, policies and practice. The manager has positive relationships with the host school, which supports seamless transitions to children's next stage of education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority in this setting. The provider is working towards a 'Safer Certification', including seeking accreditation from 'Millie's Mark', which helps the setting to validate quality and reflect on current practice around all their safeguarding procedures. The provider, alongside all the staff, have regular safeguarding training, and all staff have robust knowledge to ensure the safety of children in their care. They can recognise the signs and symptoms of abuse and know what to do if there is a concern about a child or a colleague. Any safeguarding concerns are reported in an appropriate and timely manner.

## **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 provide more consistent challenges for children to help them make significant progress in all areas of learning
- review the use of available resources and teaching strategies to promote children's understanding and management of their own feelings and those of others.

## Setting details

<b>Unique reference number</b>	EY356007
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10234008
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Once Upon A Time Nursery School Ltd
<b>Registered person unique reference number</b>	RP901928
<b>Telephone number</b>	07503 157 720
<b>Date of previous inspection</b>	9 January 2017

## Information about this early years setting

Once upon a time Nursery School registered in 2007. It is situated at an Infant School in Norwich, Norfolk. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am and 12.15pm to 3.15pm, with a lunch club from 11.45am to 12.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louisa Taylor

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discusses the impact of the pandemic with the manager and has taken that into account in their evaluation.
- The nursery manager and the inspector completed a tour of the setting, both indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector around the premises and discussed how they ensure these are safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the manager.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. Parents and carers shared their views of the setting with the inspector.
- The inspector held a meeting with the manager and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the setting and a selection of other records.

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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