

# Inspection of Once Upon a Time Day Nurseries

Feltham Hill Junior School, Ashford Road, FELTHAM, Middlesex TW13 4QP

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Inspection date: 4 August 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children confidently enter the nursery and are greeted by caring staff. They are happy, feel safe and are excited for their next adventure. Children experience an exciting curriculum. They are eager to learn new skills because staff have high expectations of them. Staff present information clearly and carefully. They plan and consider what children need to learn next. As a result, children, including children with special educational needs and/or disabilities (SEND), make good progress, which prepares them well for their next stage of learning.

Children are well mannered and sociable. For example, children say 'yes please' and 'thank you'. They use Makaton with their friends, so that everyone is included. All children develop good communication skills, which has been strengthened through well-thought-out training plans from leaders. Children play cooperatively. They learn to take turns and share toys. Children carefully explore their emotions and feelings through making connections with trusting staff. When children have difficulties, staff swiftly manage this and redirect behaviours.

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

- Leaders have worked hard to ensure that they maintain good standards of care and education. They regularly reflect on practice and evaluate the nursery to improve experiences for children and their families. Staff share they feel valued and appreciated for the efforts that they make. Staff have opportunities to upskill their knowledge through regular supervision sessions.
- The nursery has an effective key-person system. Leaders have adapted processes to gain more information from families prior to children starting. As a result, children settle extremely well. Parents feel they are included and are supported with continuing their children's learning at home. They comment that they feel the nursery is 'homely and caring'. Parents feel there is a genuine feeling that their children are 'treasured and loved'.
- Staff make use of their recent training in communication, language and emotional connection. As a result, they have regular and meaningful conversations with children. This forms good foundations for children's language and development. Children develop a wide range of vocabulary and use new words in a range of contexts. For example, when cutting herbs in the garden, staff say 'snip, snip, snip', while modelling the action to go with the word. However, during some small-group times, staff do not consistently recognise when some children require a little extra help. This results in some children not extending their learning further.
- Leaders have worked hard to ensure that there is a culture of inclusiveness in the nursery. Staff act with integrity to ensure that children with SEND are given equal opportunities and thrive amongst their peers. Staff have received

specialised training to support children with SEND. As a result, any gaps in children's knowledge narrow rapidly, which is evident from the progress which children make.

- Children confidently build their knowledge through a well-thought-out curriculum. They have an abundance of opportunities to explore indoors and outside. Leaders have plans in place to enhance experiences for children to develop and practise their numeracy skills.
- Staff sensitively provide affection and cuddles to babies. They ignite their sensory development through texture and touch, which promotes their fine and gross motor development. Staff are attentive to babies' needs and tune into their verbal and non-verbal cues.
- Children learn independence skills and are encouraged to be confident learners. They develop resilience, for example, when they are physically active. Children take risks in the garden and jump off logs. They communicate effectively with staff and share when they feel confident to have a go, knowing that staff are close by to step in if required.
- Staff have high expectations for children's behaviour. Children demonstrate positive attitudes and are supported to regulate their emotions well. They learn to take turns and show mutual respect for one another.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that there is a culture of safeguarding in the nursery. Staff understand the importance of safeguarding. They can identify how to recognise when a child may be at risk of harm. Staff understand their responsibility in reporting concerns and know to make referrals to relevant agencies if they have a concern about an adult. Leaders ensure that all staff have regular and up-to-date training in safeguarding and child protection. They make suitable adjustments, where required, to meet the needs of all children. Staff understand their duty in managing risks and carry out checks on the environment. Leaders adopt a rigorous safer recruitment process to ensure that those staff who work with children remain suitable.

## **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 ensure that children have opportunities to practise their numeracy skills alongside other mathematical concepts
- enhance opportunities during group times to ensure that all children are engaged in their learning.

## Setting details

<b>Unique reference number</b>	EY363912
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10285891
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Hackland-Crowther, Lorna
<b>Registered person unique reference number</b>	RP511712
<b>Telephone number</b>	0208 890 8680
<b>Date of previous inspection</b>	23 October 2017

## Information about this early years setting

Once Upon A Time Day Nurseries registered in 2008 and is based in Feltham. The nursery is one of seven provisions, which are privately owned. There are 17 members of staff, of whom 15 staff hold appropriate early years qualifications, including two staff at level 6. The nursery receives funding to provide early education for children aged two, three and four years. It operates Monday to Friday, from 7.45am to 6pm, throughout the year and follows the High Scope approach.

## Information about this inspection

### Inspector

Jenna O'Sullivan

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the setting.
- The inspector spoke to parents and children during the inspection and took account of their views
- A joint observation was conducted and evaluated by the manager and the inspector.
- The manager, deputy manager and the inspector completed a learning walk together of all the areas of the nursery and discussed their curriculum and what they want children to learn.
- The inspector conducted observations of children inside and in the outdoor area.
- The inspector viewed the nursery's premises and discussed their safety and suitability.
- The inspector held discussions with staff and took account of their views.
- The inspector spoke to the settings special educational needs coordinator to establish the progress of children who attend the setting with SEND.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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