

Inspection of Once Upon A Time Daycare Dronfield

Hallam Business Centre, Stubley Lane, Dronfield S18 1LS

Inspection date: 31 October 2023

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

Children are cared for by dedicated and passionate staff. Staff focus on following children's interests to provide play opportunities and quality interactions, which help to promote children's next steps in learning. For example, staff know that babies enjoy sensory play and provide coloured rice and containers for them to explore. Babies show delight as they feel the texture of the rice. They copy staff when they show them how to make marks in the rice, helping to develop their hand-eye coordination.

Children's emotional needs are met by staff, helping them to feel safe and secure. For example, staff sing and talk to younger children as they change their nappies, helping to build close relationships. All children are supported to develop a sense of belonging. For example, staff gather photos of children's families and pets from parents. Staff discuss these with children and display them for them to see.

Children learn to behave well. For example, staff help children to understand how to share and take turns. Older children develop friendships and encourage each other to eat during mealtimes. Staff implement boundaries as they remind children not to climb on indoor furniture. They use praise effectively to acknowledge and support children's understanding of their positive behaviour.

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

- Staff encourage children's independence from a young age. For instance, during mealtimes, they ask babies to select their own bread and support them to feed themselves. Staff celebrate babies' achievements when they successfully use a spoon. Children show genuine excitement as staff say, 'Yeah, you've done it all by yourself.' Staff help older children to learn how to wash their hands, put on aprons and pour their drinks.
- The special educational needs coordinator and staff are committed to supporting children with special educational needs and/or disabilities (SEND). They develop tailored plans to effectively meet the individual needs of children with SEND, helping them to make progress relevant to their starting points in development.
- Staff provide parents with a written summary of each child's development between the ages of two and three years. However, staff do not consistently include how children are progressing through each of the prime areas of development, to ensure each parent receives an accurate overview of their child's progress.
- Leaders and staff create successful partnerships with parents. They plan and provide events for parents to attend, such as stay-and-play sessions. This enables parents to see the activities children enjoy and what they are learning at nursery. Staff promote children's home learning by providing parents with ideas

and information to support children's development, such as toilet training. Parents speak highly of the staff and the care they provide. They appreciate their personalised and accommodating approach and comment that staff are kind and compassionate.

- Babies benefit from the consistent routines that staff implement, helping them feel secure and understand what is happening next. However, the routines staff implement for children in the toddler room are not always as well planned. For example, after lunch, staff do not fully consider how to organise themselves to complete routine tasks while continuing to provide children with quality interactions and support.
- Staff support children's transitions to school effectively. They invite teachers from the local schools into the nursery to meet the children. This helps children become familiar with their new teacher and to build relationships. Staff read stories about starting school to help children understand what to expect and feel confident about this transition.
- Children benefit from healthy meals and snacks prepared by an onsite chef. Families attend 'Come Dine with Me' evenings to taste and provide feedback on new recipes and menus. Children's good health is prioritised. Staff identify and meet children's dietary requirements well.
- Staff state they enjoy working at the nursery and feel supported by the leaders. The management team understands the importance of staff feeling valued and how they positively impact their well-being and practice. They have recently introduced rewards following nominations from children, parents and colleagues for a 'Staff member of the month'.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend training to help them understand and meet children's individual health and well-being needs. They implement safe sleeping practices for babies and young children. Staff maintain a clean environment and follow good hygiene routines to help minimise illnesses and infections. They identify different types and indicators of abuse and understand how to act on concerns about a child's welfare. Leaders and staff know how to respond to allegations and the relevant agencies to notify. Staff complete regular safeguarding training. They implement safe procedures to ensure children are only collected by authorised persons. Staff ensure the premises are secure to keep children safe from harm.

What does the setting need to do to improve?

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

- strengthen staff skills in writing the progress checks for children at age two to help provide consistent and clear information for parents

- support staff working in the younger toddler room to understand their role during routine times to ensure children's care and learning needs are consistently met.

Setting details

Unique reference number	2653432
Local authority	Derbyshire
Inspection number	10308721
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	101
Number of children on roll	134
Name of registered person	Once Upon A Time Daycare Limited
Registered person unique reference number	RP558951
Telephone number	01145537777
Date of previous inspection	Not applicable

Information about this early years setting

Once Upon A Time Daycare Dronfield registered in 2021 and is located in Derbyshire. It employs 22 members of childcare staff. Of these, 17 hold early years qualifications from level 2 to 5. The nursery opens Monday to Friday, from 8am to 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The management team and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector spoke to the management team and staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- A sample of documentation was reviewed, including paediatric first-aid certificates and staff suitability checks.

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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