

Inspection of Once Upon A Time

Cavendish Sports Pavilion and Cavendish House, Field End Road, Eastcote,
Middlesex HA4 9PG

Inspection date: 14 February 2024

Overall effectiveness	Good
------------------------------	-------------

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

Staff at the nursery create a home-from-home environment. They build strong and trusting relationships with children. All children feel relaxed and happy. In the garden, staff spend time playing with children, they make mud pies and discover worms in the soil. Staff support children's understanding of the world around them as they teach children about nature. For example, children learn that worms come out of the soil when it rains. Children are learning about the world around them. They are keen to learn new knowledge and skills.

Staff create challenging activities that promote all children's learning. They teach children to be observant by making biscuits and conducting science experiments. Children are eager to join in. For example, they laugh with excitement as they see what happens when they combine different liquids and colours to make foam. Children have positive attitudes to their learning.

Staff support children to recognise their own feelings. They teach children to recognise different emotions. Children feel listened to. Staff create an environment that supports children's emotional well-being. When children struggle to control their feelings, they take themselves to the calm area. Children feel safe in the nursery and they behave well.

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

- The manager and staff design a curriculum that supports the interests of all children. They encourage children to explore freely. Children make choices about what they want to learn. They know it is okay to get messy and clear up after themselves. Children feel relaxed and free. They are open to trying increasingly challenging activities.
- Overall, staff create an environment where children feel challenged. However, on occasion, the planning of focused activities does not fully consider the learning needs of all children. Children do not always reach the best possible outcomes during these times.
- Staff find out what children know and can do. They identify gaps in learning. Staff effectively use funding for disadvantaged children to promote their individual talents and interests. Where children need expert support, staff work with external agencies to seek out help. All children, including those with special educational needs and/or disabilities, reach their developmental milestones.
- Overall, interactions between staff and children are strong. Staff know how to repeat and introduce new vocabulary to children. However, on occasion, staff do not always wait long enough for children to respond when asking questions. Not all children develop fluency at the highest levels.
- Children's emotional development is well supported. Staff listen to children and

guide them to be kind to others. Children learn to consider the feelings of their friends. They learn how to share and take turns. Children of all ages behave well.

- Care practices are effective. Children wash their hands at lunchtime. They put on their wet weather gear to go outside. They are learning to be independent and do things for themselves. Children feel competent, they have high levels of self-esteem.
- Parent partnerships are strong. They report that they enjoy coming into the nursery to share what children are learning about. Parents say that the information they receive from the nursery helps them to support their children at home.
- Children's physical development is well supported. Children spend extended periods of time outside in all weathers. Staff plan visits to the park and local shops. Children spend time on the large field behind the nursery. They have plenty of fresh air and exercise. They are developing their physical strength.
- Staff at the nursery teach children about differences. Children learn about different family dynamics. Staff expose children to a range of people who are different from themselves. They have visitors to the nursery who do different jobs. Children are learning to understand and respect the difference between themselves and others.
- The manager supports staff well. They carry out regular supervisions of staff to support their continuous professional development. Staff report high levels of well-being. They say that the training they receive helps their teaching skills to continue to develop over time.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop further the planning of focused activities, so that all children reach the best possible outcomes
- strengthen techniques used by all staff, so that children gain fluency at the highest levels.

Setting details

Unique reference number	139102
Local authority	Hillingdon
Inspection number	10316895
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	1 to 4
Total number of places	26
Number of children on roll	35
Name of registered person	Hackland-Crowther, Lorna
Registered person unique reference number	RP511712
Telephone number	0208 866 8076
Date of previous inspection	4 May 2018

Information about this early years setting

Once Upon A Time registered in 2000 and is located in Eastcote, Middlesex. It operates from 7.45am to 6pm, for 52 weeks of the year. The nursery is in receipt of funding for the provision of free early education to children aged three years. The nursery employs 11 staff. Two staff hold appropriate early years qualifications at level 6.

Information about this inspection

Inspector

Kate Daurge

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the setting with the inspector.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024