

# Once upon a Time (1)

Inspection report for early years provision

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**Unique reference number** 139139  
**Inspection date** 07/10/2008  
**Inspector** Susan Mary Deadman / Bharti Vakil

**Setting address** Friends Meeting House, 150 York Road, Uxbridge,  
Middlesex, UB8 1QW  
**Telephone number** 01895 256335  
**Email** mobile 07870449058  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Once Upon a Time Day Nursery operates from the Friends Meeting House in central Uxbridge. It is one of six nurseries and four after school provisions owned by the provider. The nursery has use of a kitchen, two main play rooms and two garden areas.

The nursery is registered for a maximum of 26 children at any one time. There are currently 31 children on roll. The nursery is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. They care for children up to the age of three years.

The setting supports children with learning difficulties and/or disabilities. The nursery is open from 8:00 to 6:00 Monday to Friday throughout the year.

There are twelve staff who work directly with the children, nine of whom have a relevant childcare qualification. The manager is supernumerary manager and owner acts as area manager. There are two domestic staff. The large majority of the staff have a first aid qualification which is relevant to babies and young children. The "Highscope" approach is practiced throughout the nursery.

## **Overall effectiveness of the early years provision**

Children are happy and well settled. Staff work in partnership with parents and others to meet every child's needs. The effective systems to evaluate the setting take into account the views of staff and parents. Staff know the children well and plan to meet their various stages of development. However, the organisation of a few of the activities and the play area in one room does not fully support children's developmental progression.

The provider is aware of the strengths and areas of improvement within the setting, and works with the staff to constantly improve the experiences of children who attend the nursery.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve the planning and implementation of activities to simulate and effectively promote children's learning
- review the organisation of the area used for younger babies to provide an environment in which they can explore freely.

## **The leadership and management of the early years provision**

There are robust recruitment and vetting procedures in place to ensure that all adults working with the children are suitable to do so, which promotes children's safety. The provider is very committed to improve her knowledge base and that of her staff team. Staff make full use of the good opportunities to attend various on-going training which benefits the children. For example, all staff have recently attended child protection training. Staff's understanding of the Early Years Foundation Stage enables them to provide children with a safe and stimulating environment. However, the organisation of the indoor play-space for younger babies in one room restricts their independent movement.

There is a vast range of effective policies and procedures required for the safe and efficient management of the setting. Staff maintain records to promote children's health and well-being. Many of the policies are on display to parents and are included in the parent pack. Effective links with parents and other professionals promotes children's care and education. Children benefit greatly from the strong partnership staff have with their parents. The provider regularly seeks the comments and views of parents and puts suggestions into practice. There are very good systems in place to evaluate the setting.

## **The quality and standards of the early years provision**

Children are cared for in a stimulating environment which helps them make good progress in all areas of learning and development. The planning and implementation of activities to meet the individual needs of children is generally good. Key staff know their children well; they record starting points, observe and evaluate activities and plan for the next steps of learning. However, not all group activities are thoroughly planned, as a result the most appropriate resources are not always used and groups of children are too large, which limits the educational value of the activity.

Children participate in a wide range of activities. They very much enjoy tactile play experiences such as water, sand and finger painting. Children scrutinise their hands when covered in paint and study the hand print this makes. Appropriate interaction by staff encourages children to count the numbers of fingers and make comparisons in size. Children enjoy 'mark making' with large felt tip pens and sustain this activity to a high level.

Children benefit from the daily use of the garden area. They joyfully peddle on bikes, use the sit and ride toys and climb the slide. This area is used for all activities including sand play and imaginative play such as kitchen area with pretend food. Babies have space to crawl and some sit in buggies and enjoy watching others at play.

Children play together well. Staff manage minor disagreements appropriately to support children's understanding of right and wrong. They are encouraged to be kind and considerate to others, which develops their confidence and self esteem. Staff praise children's efforts and achievements during daily activities. The setting uses various opportunities to enable children to begin to understand the world around them. For example, children take part in sponsored events to raise money

for charity and they enjoy caring for the large snails which are nursery pets.

Children play in a safe environment due to effective risk assessments and good hygiene procedures. Children are beginning to gain an understanding of how to keep themselves and others safe when at the setting or during outings. For example, they inform staff that the floor is wet during water play and staff deal with this issue immediately. Staff have a very clear understanding of child protection and implement the setting's policies appropriately.

Children thoroughly enjoy a good range of healthy meals and snacks. They have independent access to drinking water. Effective procedures are in place to ensure staff adhere to children's individual dietary requirements.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the previous inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.