

# Once Upon A Time Day Nursery

Inspection report for early years provision

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**Unique reference number** EY350288  
**Inspection date** 07/02/2011  
**Inspector** Rachael Williams

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**Type of setting** Childcare on non-domestic premises

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## **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*.

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## Description of the setting

Once Upon A Time Day Nursery is one of two privately owned nurseries. It opened in 2007 and operates from a converted house in the Brentry area of north Bristol, close to local amenities. Children are divided into three groups according to their age, with children aged from six weeks to 18 months situated on the first floor. There is a fully enclosed area for outdoor play.

The nursery is registered on the Early Years Register for a maximum of 35 children; 15 of whom may be under two years old. There are currently 60 children on roll. The setting supports children who have special educational needs and/or disabilities and who speak English as an additional language. The setting opens five days a week all year round from 8.00 am to 6.00 pm.

The owner, who is a qualified teacher, employs a manager who has a level 4 early years qualification. She is supported by 10 members of staff; of whom, seven have achieved level 2 or above early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Positive and caring relationships are established with the children and their families. Friendly and approachable staff ensure each child is respected as an individual and supported to make good progress in their learning and development. On the whole, welfare is promoted well. However, there are breaches in specific learning requirements related to healthy lifestyles and safeguarding which have not been recognised to be self-evaluation systems. Ongoing partnerships with other early years professionals ensure continuity in care for all children within an inclusive environment.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission for each and every type of medicine before any medication is given and to seek emergency medical advice or treatment (Safeguarding and promoting children's welfare) 28/02/2011
- record regarding who has legal contact with the child, who has parental responsibility and with whom the child normally lives (Documentation) 28/02/2011

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

- improve monitoring and self-evaluation systems to ensure the needs of children are met.

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

Children's safety is a priority to the team of supportive staff. Sound systems have been established to ensure that risks are minimised and that rooms used by the children are checked regularly for potential hazards. Children are reminded not to have too many toys out at one time as this may be a tripping hazard. Rigorous systems are in place to ensure that all adults are suitably qualified and appropriately vetted to maximise children's well-being. There are good systems in place to ensure that ratios are maintained at all times for instance, through an accurate attendance record for children and visitors to the setting. Senior staff meet and greet all those entering the setting and there are comprehensive collection arrangements to ensure children are collected by suitable adults for instance, a password system is used. However, a record of whom the child lives with and who has legal responsibility is not documented. This is a breach of specific legal requirement. Through induction arrangements and regular meetings staff have good knowledge of child protection issues; including appropriate procedures, in order to ensure children's welfare should an incident occur.

Children enjoy a colourful environment where a good range of toys and resources are readily available for the children to access independently. Children have a good sense of belonging and are able to affirm their identity. For example, each child has an individual peg with their name and a photograph to store their personal possessions. The reception area is welcoming and provides parents with a wealth of information about the setting and their child's daily routines for instance, a white board is used to inform parents of the activities that children have engaged in and the day's menu. Staff have good knowledge of the children in their care and caring relationships have been established to ensure their individual needs are met for instance, there is a two-way flow of information through the use of a communication diary for the children under two. There are good systems in place to ensure regular liaison with parents and other early year's professionals to ensure the needs of each child are met for instance, to support children who have English as an additional language.

On the whole, managers have good understanding of key priorities and improvements are well-targeted for instance, an undercover area has recently been established to ensure all children have regular access to physical activities and fresh air regardless of the weather. Staff have good understanding of the provisions strengths for example, providing a home from home environment where good relationships are established with parents. At present, staff and parents are not fully involved in the self-evaluation process and priorities are not always evaluated with regard to the impact they will have on children.

## **The quality and standards of the early years provision and outcomes for children**

Children's communication skills are well supported by staff for instance, a recognised sign language, Makaton, and visual timetables are used to support older children's understanding of routines. Children thoroughly enjoy sharing a story sack. They sit attentively and listen to instructions in order to support their understanding of the sequence of events through the use of props. Children develop mark-making skills competently. For example, older children make recognisable letter shapes in 'gloop' whereas, younger ones explore shape and colour as they print with a range of fruit. Younger children develop physical skills well as they explore small world equipment. For example, a young child shows good spatial awareness as she places the recovery vehicle at the top of the ramp of the garage and pushes it down to increase its speed.

Children enjoy a broad and balanced range of experiences that are very well monitored to ensure coverage of the areas of learning. Children make good progress in their learning and development through clear planning which reflect children's interests and motivations. There is a good balance of child-initiated and focused activities to support children's development which are evaluated well in order to influence future activities. Narrative observations and a summary of children's achievements ensure excellent knowledge of children's next steps in learning.

Children are cared for in a safe and secure environment which, on the whole, meets their individual needs. Appropriate safety measures have been put in place for instance, stair gates have been used to prevent children from descending and ascending the stairs without supervision Staff are vigilant and ensure children become aware of their own safety. For example, regular fire drills ensure that children are clear on emergency evacuation procedures. Any accidents occurring in the nursery are well-documented and promptly shared with parents. Half of the staff have received training in paediatric first aid therefore, minor incidents are dealt with appropriately.

On the whole, children's well-being is underpinned by staff's good knowledge and implementation of appropriate policies and procedures. Some parental consents have been gained to ensure children's welfare for instance, to take photographs and to take children on outings. However, parental consents have not been obtained to administer medication or to seek emergency medical treatment or advice. This is a breach of specific legal requirement as it may compromise children's health.

Children enjoy healthy and nutritious snacks and meals which meet their special dietary requirements and are prepared according to children's stage of development. Young babies are cuddled close to be bottle fed and all enjoy sociable mealtimes. Children are becoming aware of hygiene routines for instance, toddlers are offered individual flannels to wipe their hands and older children use running water and antibacterial soap to wash their hands before eating. There are good arrangements in place to ensure hygienic nappy changing as staff wear

disposable gloves and aprons which are changed after each child. Children's welfare is promoted well with regard to sleeping arrangements. Older children have low level beds with individual linen which is stored appropriately in bags. Staff attending to the needs of young children have good understanding of their routines to ensure their comfort.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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