

Once upon a time nursery school

15A Constitution Hill, Norwich, Norfolk, NR3 4HA



Inspection date	20 January 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team has high expectations for the provision. It seeks the views of parents, children and staff when assessing the quality of what it provides. The management team has implemented a well-focused plan to secure ongoing, sustainable improvements.
- Staff are supported in their continuing professional development through an effective system of supervision and support. This helps them to continue to improve their skills and knowledge in order to provide good quality learning experiences for children.
- Staff know the children well. They regularly observe children as they play and make accurate assessments of what they know and can do. This helps staff plan appropriate and challenging next steps for children, to support their future learning.
- Children develop secure emotional relationships with staff and each other. They respond well to staff and keenly follow instructions. Children happily play alongside their peers and develop friendships as they interact with each other.
- Staff are fully aware of children's individual needs and any gaps in their learning. They put appropriate support in place to help children make consistent progress in their learning and development.

It is not yet outstanding because:

- Staff have not yet developed a robust procedure for working in partnership with other settings that children attend.
- On occasion, older children do not always display high levels of focused learning during free-play activities.

What the setting needs to do to improve further

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

- strengthen the systems for sharing information with other settings children attend, to complement and provide more consistency in children's learning
- enhance children's learning experiences even further, and enthuse, engage and motivate them during free-play opportunities in a more highly stimulating and varied environment.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery's manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector sampled a range of other documentation, including the learning and development records of children, the nursery's policies and procedures, and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of the procedures to follow if they have concerns about a child. The manager has developed a robust set of policies that are thoroughly implemented in the setting. Staff are well qualified and use their skills and knowledge to provide appropriate support to promote children's positive learning. Inclusive practice is promoted well in the setting, as staff take account of children's individual needs when planning the environment and activities. Additional supports are put in place to ensure disabled children and those with special educational needs feel included. Staff work closely with other professionals to adopt consistent strategies to support children to reach their full potential. Children's home language and culture are promoted well within the setting. This helps children who speak English as an additional language to feel settled, included and make good progress in their learning.

Quality of teaching, learning and assessment is good

Staff follow children's interests as they play. They plan enjoyable experiences for children, tailored to their individual needs. Younger children explore with a self-chosen painting activity. Staff demonstrate hand and finger painting, which children copy as they mix colours and enjoy the sensory experience. Staff sensitively communicate with babies and respond well to their vocalisations, introducing simple language and numbers as they play. Older children are developing key skills that they will need when starting school. They have regular opportunities to develop early writing skills and a good awareness of mathematics. Staff share information with parents daily about children's learning and progress, as well as younger children's routines. Parents share information with the nursery when their child first starts, which helps staff to get to know children well.

Personal development, behaviour and welfare are good

Children develop independence from an early age. Younger children feed themselves at lunchtime, while older children independently manage their self-care. Children generally behave well. They are encouraged to share resources and wait for their turn. Children are offered praise for their achievements throughout the day and are often reminded to use good manners. Children develop an awareness of the effect of exercise on their body. Some children take part in a yoga activity and describe how they feel warm when they finish. Children are provided with healthy, nutritious food during the day. Older children learn to adopt healthy lifestyles. They are encouraged to brush their teeth after lunch to promote good dental hygiene. Children's well-being is promoted, as staff carry out regular checks of the environment to make sure it is safe. Children learn to identify and manage their own risks. They learn how to use scissors safely as they take part in a craft activity.

Outcomes for children are good

Children make consistent progress in their learning. Children who speak English as an additional language make more rapid progress in some areas, such as their language development. Staff put appropriate support in place to promote language development in the setting and at home. This helps children to prepare for their move to school.

Setting details

Unique reference number	EY477479
Local authority	Norfolk
Inspection number	972616
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	34
Number of children on roll	87
Name of provider	Once Upon A Time Nursery School Ltd
Date of previous inspection	Not applicable
Telephone number	01603 427112

Once upon atime nursery school was registered in 2014. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including one member of staff with Early Years Teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those who have special educational needs. It also supports children who speak English as an additional language.

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