

# Once upon a time Nursery School

15a Constitution Hill, Norwich, Norfolk NR3 4HA



<b>Inspection date</b>	8 August 2019
Previous inspection date	20 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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 manager is enthusiastic and sets high expectations for the quality of children's care and education. She continually looks at ways to develop the childcare provision, such as introducing new initiatives to boost children's and staff's mental health and well-being.
- Children experience rich and interesting learning opportunities outdoors. They consistently show high levels of engagement in the natural environment. Staff continually interact with children and follow their ideas and interests.
- Staff develop close partnership working with parents. They share detailed information with parents about children's progress. Parents comment positively about the quality of care and education the nursery provides for children and their preparedness for school.
- Children behave well throughout the day. Staff use effective strategies to help children understand how to share resources and take turns.
- Children develop secure emotional attachments to staff. Staff are highly receptive to children's changing needs. They are warm and friendly to children. Babies are very settled and demonstrate their enjoyment as they interact positively with staff.
- Staff do not make best use of their wide range of skills and knowledge to contribute to raising the overall quality of teaching to a high level.
- On occasions, children in the pre-school room wait for extended periods as staff organise children's lunch. Staff do not provide children with challenging opportunities at this time and they begin to lose focus.

## What the setting needs to do to improve further

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

- use staff's diverse range of skills and knowledge to critically reflect on and support each other's practice, and raise the quality of teaching to the highest level
- review the organisation and structure of lunchtimes in the pre-school room and provide children with challenging opportunities that engage them and support them to achieve high levels of independence.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with several parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a secure knowledge and understanding of the procedures they must follow if they are concerned about children's welfare. The manager follows the nursery policies and procedures to safeguard children and shows her understanding of wider safeguarding issues. The manager implements secure procedures when recruiting staff. She completes robust checks on staff's suitability. Staff access a diverse range of training opportunities to enrich their knowledge. They are supported to complete childcare qualifications and use their knowledge to enhance provision, for example, they develop a sensory area which is very popular with the children. The staff work well together. They communicate professionally, share information, and are polite and respectful to each other. Staff engage well with other settings children attend. They share information about children's learning and progress. This helps to provide continuity in learning to support children's continued development.

### Quality of teaching, learning and assessment is good

Staff in the baby room follow children's interests well. They get down to children's level and make eye contact with them. They introduce new vocabulary to support babies' communication skills. They encourage babies' physical development, such as encouraging them to stand when playing in the water tray. Staff question older children and encourage them to recall previous learning. Children are keen to show what they know and recall that 'evaporates' means 'disappear'. They look on in wonder as staff show them how to use a hosepipe on a 'mist' setting to make a rainbow in the sky. Staff know the children well. They have a good knowledge of how children learn and develop. Staff assess children often and quickly identify where they are at risk of developmental delay. Staff work closely with parents to address any gaps in children's learning.

### Personal development, behaviour and welfare are good

Children's good health is promoted well by staff. They encourage children to try new foods that they have grown in the garden. Some children are keen to try the food and confidently give their views. Staff are mindful about keeping children safe in the sun. They encourage children to drink water often to stay hydrated. They remind children to wear their hats. Children promptly respond to staff's instructions and fetch their hats. Staff have high expectations for children's behaviour and consistently remind them of the nursery rules. Children are encouraged to be polite, use good manners and be kind to their friends. Children engage in physical play experiences indoors and outside. They eagerly join in a 'yoga' session and show determination to successfully copy the moves. Children have opportunities in the local community, such as visiting the theatre and the zoo. This helps to enrich children's learning experiences.

### Outcomes for children are good

Children progress well. They show high levels of interest in a wide range of learning opportunities and are motivated learners. Where there are any gaps in their learning, such as in their communication skills, children make consistent and sustained progress from their starting points. Children communicate well with others and develop good social skills. They are prepared well for the challenges in their future learning.

## Setting details

<b>Unique reference number</b>	EY477479
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10075954
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	Once Upon A Time Nursery School Ltd
<b>Registered person unique reference number</b>	RP901928
<b>Date of previous inspection</b>	20 January 2016
<b>Telephone number</b>	01603 427112

Once upon a time Nursery School registered in 2014. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including one who holds 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.

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