



# **The Enchanted Castle (Day Nursery) Ltd**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY269471
<b>Inspection date</b>	26 July 2006
<b>Inspector</b>	S Campbell
<b>Setting Address</b>	557-565 Barking Road, East Ham, London, E6 2LW
<b>Telephone number</b>	0208 552 6777
<b>E-mail</b>	
<b>Registered person</b>	The Enchanted Castle (Day Nursery) Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### 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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The Enchanted Castle is a privately owned nursery. It opened in September 2003 and operates from a converted show room in East Ham, Newham, within walking distance of shops, parks, East Ham Town Centre and tube station. A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 07:45 to 18:15, for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 50 children, aged from six months to under five years, on roll. Of these, nine children receive funding for early education. Children come from a wide catchment area, as most of their parents work within the local community. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 15 members of staff. Of these, 14 hold appropriate early years qualifications and two are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children play in a clean environment, where they learn the importance of good hygiene practices. Children know that washing their hands after visiting the toilet and before eating prevent the spread of germs, because their hands are dirty. Children wash their hands with anti-bacterial soap, and practitioners talk about the importance of washing hands. Children's good health is further supported, because practitioners wear gloves when changing younger children; ensure personal items are stored in children's personal labelled box and shoes must be taken off before entering the baby room.

Children receive close individual attention through good deployment of staff and an effective key worker system. Babies' nutritional and emotional needs are well met, as they receive plenty of individual attention throughout the session, such as cuddles. Children receive nutritious snacks that help them understand foods are good for them, such as fruit, salad and vegetables. Through well planned topics 'Food' children go on trips within the local community to obtain fruits. This encourages children to try different foods and learn how to prepare them. However, the lunch time period is reasonably varied and less consideration is given to children's individual tastes and preferences. Mealtimes are used as a social event where staff sit and talk to children. However, children's independent skills are not consistently encouraged to self-serve and make choices. Drinking water is readily available at all times.

A number of practitioners hold current first aid certificates. This means they can give appropriate care if there is an accident. Medication report forms are used to record medication given to children. However, not all entries in the accident and medication book are acknowledged by parents. Children benefit from daily opportunities to participate in physical activities and exercise, which contribute to their good health.

Children are further protected during the summer months, because air conditioning systems keeps children cool indoors. However, children are not sufficiently protected from the sun outdoors, because not all parents have consented to sun cream; hats are not worn by all children and there is insufficient shade available in the garden.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a welcoming, safe open-plan environment, where space is organised and used effectively to enable children to play safely and move freely between activities. There are good procedures in place for the safe arrival and collection of children, because practitioners take responsibility to sign children in and out. The building is managed by an entry bell system, which ensures practitioners are able to identify all persons entering the premises and an accurate record is maintained of all visitors to the nursery.

Staff deployment is good. A higher adult child ratio is maintained and guarantees children are well supervised at all times. There are good arrangements in place to cover staff absences and, where possible, the same staff are used to ensure continuity of care. Children's safety is further supported, because of a robust outing procedure that ensures that the nursery is aware of children's whereabouts at all times. For example, children's names and staff's contact numbers are recorded in the outing book in the event of an emergency.

Children's safety is well maintained, because practitioners carry out daily risk assessments of areas used by children. Children are well protected in the event of a fire, because fire drills are regularly undertaken. However, the welfare of children is reasonably safeguarded, because not all practitioners demonstrate a sound understanding of child protection issues and their role in protecting children.

Children have access to a satisfactory range of resources appropriate for their age and stage of development. Resources are regularly checked for their safety by practitioners, and resources on offer are in a good state of repair and condition. However, there are insufficient opportunities for children to make informed decisions about their play; access resources independently and provide sufficient challenge for more able children to extend their learning.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children play harmoniously together and are making firm relationships with peers and others. Younger children's language is developing well and they are able to form simple sentences, such as "more water please". Children are happy and well settled and display extreme enjoyment when seeing older siblings throughout the day. There are good opportunities on offer for children to act out real life experiences, such as dressing up, having a picnic and washing fruit. Children's concentration skills are developing well, as they focus when playing with the play dough and cutters. They take pleasure at their achievements by showing practitioners their fish cut out.

Practitioners create opportunities for children to participate in interactive story and singing time sessions. Younger children are confident to make requests for their favourite nursery rhyme, for example 'Miss Polly'. However, group time sessions are too long to sustain younger children's interest. Children are happy and well settled. Higher adult child ratios are maintained, allowing staff to spend individual time with babies supporting their play and requests.

Children are able to explore their senses through a range of mediums, such as cold cooking, making dough and playing with cooked pasta. Children enjoy playing musical instruments, which builds upon their creative skills.

Practitioners have a generally good understanding of Birth to three matters. Key staff know their children well and are able to talk about what children can do and their next steps.

## Nursery Education

The quality of teaching and learning is satisfactory. Staff have a satisfactory understanding of the Foundation Stage and early learning goals. Staff use regular observation and assessments to plan and identify next steps for children. Weekly activities are evaluated and include children's individual needs. However, practitioners miss some opportunities to encourage children to develop their skills fully in all areas and provide sufficient challenge and interest for more able children.

Children are interested and motivated to learn new experiences, such as blowing bubbles through a straw in a cup of soapy water. Children work well independently and co-operate well when working as a team, for example playing with the parachute. Children understand that they are part of a group and are able to share and take turns. Children speak confidently to peers and adults. They initiate discussion with adults by asking "what is your name?" Practitioners use good open ended questions, encouraging children to extend their vocabulary and think. Children have satisfactory opportunities to recognise the first letters in their names and to develop early writing skills by mark making. However, there are missed opportunities for children to write for different purposes, such as lists and menus.

Children are beginning to use mathematical language spontaneously to compare and make similarities. Children are able to count up to 20 and practitioners use circle time to introduce children to basic additions. However, there are missed opportunities to introduce more able children to simple subtractions, measure and create patterns. Children are able to build and construct using a variety of resources, such as popoids and large bricks. Children are able to explore the natural world by growing flowers for the previous topic 'growing'. Children's learning is further extended by exploring features of living things, change and what happens when plants are watered and nurtured. However, there are fewer opportunities for children to access programmable toys and use information technology equipment to support their learning.

Children have access to regular outdoor pursuits and practitioners provide daily activities to promote coordination, confidence and control. However, less consideration is given to extending the curriculum planning in this area, to ensure children's gain sufficient experiences both indoor and out.

Children explore colour, texture and shape during planned art activities. However, creative activities are often adult led and end product orientated. Children do not have regular opportunities to explore and select creative resources and materials that interest them.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children's individual, cultural, religious and linguistic needs are known and met.

Children learn about the world and the wider community through planned topics, such as Cultural Awareness Day. Practitioners create opportunities for children to try different foods and dress up in their traditional clothes. Practitioners work in partnership with parents, to obtain key words in children's first language, for example Polish, to ensure communication is maintained. This builds upon children's self esteem and confidence while at the setting. More able children have also learnt basic words in practitioner's first language Urdu, such as khuda hafia, which means bye with bless. Children have access to a satisfactory range of resources that promote positive images. However, there are insufficient resources on offer that promote positive imagery of gender and disability.

There are no children attending the group with special educational needs or disability. However, the group offers an inclusive policy and two staff are SENCO trained, allowing them to provide appropriate care and support.

Children behave well and respond to request for good behaviour. Practitioners are consistent in their approach to managing children's behaviour, which helps them understand right from wrong. Children's spiritual, moral and social development is fostered appropriately.

Relationships with parents are friendly. Parents have good relationships with key workers and there are good procedures in place, to share information with parents both verbally and in writing, such as daily activity evaluation sheets. The daily activity evaluation sheets inform parents of children's sleep, daily food intake and daily activities. The staff team reflects the diverse community and the cultural make up of the children attending. Practitioners often talk to parents in their first language, to keep them informed of nursery business and of their children's progress.

Partnership with parents is satisfactory. There are appropriate formal and informal systems in place to inform parents of their children's progress. For example, parent evenings and regular discussions with key-workers. However, inconsistent exchange of information between parents and practitioners about the Foundation Stage curriculum, limits parent's ability to extend children's learning within the home and contribute to ongoing assessments of their children's development. Parents receive regular information regarding current topics and themes. They contribute to children's learning at the setting by adding ideas and suggestions to forthcoming trips and festivals, such as bringing a dish for Cultural Awareness Day.

## **Organisation**

The organisation is satisfactory.

Children are well grouped, according to their age, and the key worker system ensures appropriate support and care throughout the session. Most of the staff team

hold appropriate early years qualifications and management actively encourage staff to attend training. This helps support children within the setting. Children have good relationships with staff and benefit from a well deployed staff team. They consistently interact with children throughout the session to provide adequate support. However, lack of routines and clear focus for the afternoon session results in children displaying boredom and unwanted behaviour.

All documentation required for the safe and effective management of the nursery is in place. This ensures the well-being of children is safeguarded while at the setting. However, there are some records that are not well maintained, namely the accident and medication record.

Leadership and management is satisfactory. The staff work well as team and clearly defined roles and responsibilities ensures the operational plan works in practice. Meetings take place regularly to discuss the operational plan and good practice issues. However, systems to monitor the daily teaching practice and planning are still in their infancy stage. Therefore, strengths and weaknesses in teaching and learning are not identified and all aspects of the Foundation Stage are not fully covered.

The group are currently receiving support from the early years advisory teacher, and are committed to reviewing practice to ensure all aspects of nursery education are met. The group are currently working towards Newham Quality Assurance Scheme (A Pathway to Quality). The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last investigation visit, the following issues were identified, but did not relate to the original complaints list, make sure all incidences regarding management of children's behaviour is fully documented. Staff now carry out time sampling observations of children's behaviour, and information regarding children's behaviour is shared both verbally and in writing with parents. This promotes effective partnership with key-workers and parents.

At the last children Act inspection, the provider agreed to make sure that appropriate and prompt action is taken on any concerns raised and a record of all complaints is maintained. The provider now maintains a log of all complaints, which parents can see on request.

Recommendations were also set to keep a sufficiently detailed record of significant issues and share this with parents; keep a record of complaints received by staff; notify Ofsted of any significant events; to review and update the Child Protection policy; obtain written parental consent before administering medication to children; ensure nappy changing procedures is documented and shared with parents.

The group shares information with parents, both in writing and verbally, of any significant issues; management are fully aware that Ofsted must be informed of any significant events; the review of policies and procedures is ongoing including the Child Protection policy; children's nappy changing times are recorded and shared with

parents on a daily basis and parental consent is obtained before giving children medication. This ensures children's welfare is safeguarded while at the setting.

### **Complaints since the last inspection**

Ofsted has received four complaints, since the last inspection. The first complaint relating to National Standard 8: Food and Drink and National Standard 12: Working in Partnership with Parent and Carers. The complaint related to concerns about inappropriate meals being offered to children and communication with parents and carers. We asked the provider to investigate and report back to us, providing evidence. No evidence was found that the National Standards has been breached, and the provider remains qualified for registration.

The second complaint relating to National Standard 1: Suitable Person; National Standard 2: Organisation; National Standard 5: Equipment and National Standard 12: Working in Partnership with Parent and Carers. Concerns were raised that the manager and deputy manager were not suitably qualified; not all staff were known to Ofsted, or had undertaken CRB checks; breaches of the staff/child ratios, and the number of under 2s attending the nursery. Concerns were also raised about the quality and quantity of resources; meeting individual needs, and the care provided to the children. An announced visit was made by an Ofsted inspector on the 4th February 05. Evidence was found that one member of staff had not fully completed the vetting process. Evidence was found that Ofsted had not been fully notified of all staff changes. The provider agreed actions to ensure that all staff are fully vetted, and an action to inform Ofsted of all staff changes, to be met by 18 February 2005. Evidence was found that information recorded about individual children during the day lacked detail, and a recommendation was made. Evidence was found that not all concerns or complaints raised by staff were recorded, and a recommendation was made. The provider remains qualified for registration.

The third complaint relating to National Standard 3: Care, Learning and Play, National Standard 12: Working in Partnership with Parents and Carers and National Standard 13: Child Protection. Concerns were raised on the 27th June 2006, regarding allegedly not providing adequate care or learning activities for children; staff handling children in an appropriate manner and not respecting parent's wishes regarding travel arrangements for children. An Ofsted inspector made an unannounced visit to the nursery on 29th June 2005. The registered person was asked to review and update the child protection policy and to inform Ofsted of any significant events. Recommendations have been set and the provider remains qualified for registration.

The fourth complaint relating to National Standard 3: Care, Learning and Play; National Standard: 7 Health and National Standard 12: Working in Partnership with Parents and Carers. On the 23rd August 2005 concerns were raised regarding meeting children's individual and emotional needs; meeting children's personal hygiene needs and communication between staff and parents. An Ofsted inspector made an unannounced visit on the 2nd September 2005. No evidence was found that children's individual and emotional needs are not being met; staff meet children's personal hygiene needs appropriately. Children's nappies are changed frequently



and a record of nappy changes is available to parents. However, the nappy changing procedure is not in writing. Also, parents do not give prior written agreement to administer nappy creams. A recommendation was made in relation to this. Evidence was found that the management team do not always work in partnership with parents; the nursery setting does not always take appropriate and prompt action on all concerns raised by parents. Also, a record of all complaints is not maintained. Ofsted raised an action in relation to this. The provider remains qualified for registration.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure children are suitably protected during the summer months when playing in garden
- improve procedures to ensure parents acknowledge entries in the accident and medication book
- improve arrangements at mealtimes to ensure children's independent skills are encouraged to self-serve and make choices (also applies to nursery education)
- continue to develop the weekly menu to ensure mealtimes are varied and nutritious
- develop staff's knowledge and understanding of child protection procedures in line with local Area Child Protection Procedures
- review staff's routines throughout the session to ensure staff are able to support children fully and they are able to resume activities after the lunch time period (also applies to nursery education)
- continue to develop play resources and activities to extend children's learning experiences; ensure they are able to make informed decisions about their

play and access resources independently (also applies nursery education)

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop planning to ensure all aspects of the Foundation Stage is effectively covered to support children's individual learning needs; interests and provide sufficient challenge for more able children
- continue to ensure effective systems are in place to monitor and review the strengths and weaknesses of the setting, planning and the delivery of the curriculum programme, to ensure weakness can be identified and addressed (also applies to care)
- continue to develop systems to better inform parents of the Foundation Stage of learning and how they can be actively involved in their child's education and make contributions to their children's assessment

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