

# The Enchanted Castle (Day Nursery) Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY269471
<b>Inspection date</b>	20/05/2010
<b>Inspector</b>	Shaheen Belai
<b>Setting address</b>	557-565 Barking Road, East Ham, London, E6 2LW
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<b>Type of setting</b>	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*.

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).

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## Description of the setting

The Enchanted Castle Day Nursery was registered in 2003 and is privately owned as part of The Enchanted Castle (Day Nursery) Ltd group. It operates from a converted building, which is situated in East Ham, within the London borough of Newham. It is open each weekday from 7.45am to 6pm for 50 weeks a year. Children have access to four play areas and an enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 70 children may attend the nursery at any one time. There are currently 70 children aged from six months upwards to under five years on roll, some in part-time places. The nursery is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The setting provides funded education for three- and four-year-olds.

There are 18 members of staff, this includes three managers of whom all hold recognised early years qualifications. The management team is currently working towards a childcare degree qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting works with a good understanding of the individual needs of each child which ensures that a range of learning and welfare needs are met. Children are very happy, settled and thriving, because the staff create a safe and secure environment, where children are valued and supported to make the most of their abilities. Warm, positive and trusting relationships enable children to readily and confidently approach staff, helping them to feel safe and reassured in the setting. Positive relationships have been established with parents who have access to most policies and procedures. Links with other establishments offering the Early Years Foundation Stage are being developed. Management makes use of self-evaluation processes to gain an understanding of the setting's strengths and weaknesses. Since the last inspection the provider has strived successfully to make significant improvements to enhance the learning and welfare needs of children.

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

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

- update the complaints procedure to ensure parents have access to the correct details for contacting Ofsted should they wish to raise a complaint (Safeguarding and promoting children's welfare) 24/05/2010

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

- obtain sufficient information from parents when children commence at the setting to securely establish children's starting points and identify steps for further learning
- develop links with other settings and their staff, that children attend to provide continuity in their learning
- ensure all staff have an up-to-date understanding of safeguarding children issues.

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

The setting has all required policies and procedures in place in the interests of all its users. The management team carefully monitors the implementation of all agreed working practices and updates procedures where required, with the input of all staff. Children are safeguarded as a result of the management's knowledge and understanding of effective practice and all staff and students are vetted for suitability. Children are safeguarded as management have designated staff and procedures in place to ensure the setting's policy and current literature is at hand should staff have a concern about a child in their welfare. Most staff are secure in their knowledge of what to do if an allegation is made against one of them, and they know to report concerns to management. All aspects of the setting in use by children, including the outdoor spaces, are risk assessed effectively and children enjoy caring levels of support from all members of staff. Children are kept safe and secure in the setting while still having opportunities to move freely within the setting, show independence and make choices about what they do. As a result children regularly make use of well-equipped outdoor spaces and play spaces indoors. Children's good health and well-being is promoted by staff, for example, in cases of accidents or illness.

The setting has spacious accommodation which is very well equipped, organised and visually attractive. Management has organised a high adult to child ratio and all staff are qualified. Children can access a range of resources that promote their all round development with the support of attentive staff who respond effectively to their needs. This allows children to direct their own play and learning with adults providing guidance, support and assistance as it is required. The setting promotes inclusive practice at all times by staff who know the children very well as individuals and who are therefore able to properly support them and the progress that they make. The diverse staff team positively reflects the backgrounds of the children attending the setting, this impacts on the experiences the children receive to promote their self identities.

Since the last inspection, there has been a significant improvement. This is because the management team has strived to meet recommendations raised previously and to significantly improve outcomes for children. For example, learning outcomes for children have been improved and systems have been developed to exchange information with parents. In addition, management have begun to self-evaluate. For example, parental feedback is sought via periodic questionnaires being given to parents to complete and addressing the Ofsted self-

evaluation form. Management has also sought the support of the local authority advisor, which has proved to be beneficial and has allowed for the setting to participate in a Quality Assurance Scheme. All members of management are currently working towards obtaining a degree level in childcare. Clear targets are in place to support improvement, for example, developing links with other agencies and improving on systems for working in partnership with parents.

With ongoing staff training and support from the local authority the setting has begun to implement two new initiatives; the ECAT (Every Child a Talker) programme and providing children with space for Communication Friendly Spaces. Inclusive practice is promoted throughout. For example, using the skills of the staff team to speak a range of community languages, working to specific programmes for children who have a special educational need and/or disability.

The setting values partnership with parents and ensures that parents are kept informed of how their child is progressing. They receive daily diary sheets with a detailed and informative account of the time spent by their child. Parents have access to the setting's range of policies and procedures, although the complaints procedure provided does not have the current contact details of Ofsted. In addition, the setting understands the importance of partnerships with other providers, such as ensuring children moving onto school are prepared for the transition. Systems are in place for sharing information about children's learning and development with the local schools. Although links with other settings that children also attend have not been explored, to further enhance continuity of care and learning.

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

Children show good progress as they access a wide range of learning opportunities in a child-led play and exploration environment. Staff use their knowledge and experience to make individual plans for children's next steps in learning based on their interests and achievements. Staff record information to build up a picture of progress towards the early learning goals and to inform future planning. Although staff know children in their care well to support on-going progress, they do not always develop a system of records to monitor initial starting points and the learning being established of children who have recently started at the setting. Therefore children's progress is not effectively monitored in the early stages. Staff promote the individual choices of children effectively, as a result children enthusiastically use outdoor play equipment, role play facilities and messy play resources.

Children have a positive relationship with adults and they respond well to their support and guidance in their play. As a result, children's learning is enhanced by adults and they concentrate for longer periods and build on what they already know as they are encouraged to try harder or more demanding tasks. In this way children's problem solving and imaginative skills is promoted by staff. Children also take part in adult led activities where they share books readily, join in conversations as they share experiences. Older children participate in regular

French speaking lessons which are planned according to their individual ability and the current theme of the setting. Staff have a growing understanding of the Early Years Foundation Stage (EYFS) and a more secure understanding of how young children learn through first hand experiences. The setting provides children with opportunities to learn in all areas, for example, language is developed through conversations and answering questions while children are given an understanding of number through practical activities. Children of all ages use books, they visit the local library and babies enjoy using books of various textures. Staff have developed and introduced 'treasure baskets' for young babies, to promote their sensory skills. Cooking activities and shopping activities promote and support children's understanding of measures, weights and the use of money. The use of information technology, such as the computer and operating the digital computers provides children with skills for the future.

Children's welfare is promoted well by the setting. Children are safeguarded and show an understanding of their own safety and that of other children. They are included in regular evacuation drills and respond well to how to keep safe. Young babies are secured safely in baby seats and held warmly and closely when being bottle fed. Children's behaviour is well managed as they play together; they learn to share toys, take turns and become involved in each other's play. Young babies and toddlers have ample opportunities to use resources to promote their mobility and explore creative materials. Children are able to develop their ability to concentrate and play in a range of different contexts, for example indoors, outdoors, collectively or in smaller groups.

The setting promotes the outcomes for children in a positive way. Children enjoy their time in the nursery as they relate to other children, enjoy supportive relationships with adults and make decisions about what they want to do. Children explore their environment readily and show that they feel secure and safe with an understanding of how to keep themselves safe as they move around and use a range of equipment. Children also are developing an understanding of healthy lifestyles and choices as they experience healthy eating and see the importance of exercise. In addition children have a very positive attitude to their learning and the challenges that they face as they respond to expectations that are placed on them. Children acquire skills and abilities which are age appropriate and their progress will prepare them for future learning needs.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

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

### 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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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