

# The Enchanted Wood Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY438270

**Inspection date**

31/05/2012

**Inspector**

Anne Daly

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

The Enchanted Wood Day Nursery registered in 2012 and is owned and managed by The Enchanted Wood Day Nursery Limited. Built on the northern edge of Westwood, the nursery serves the residential areas of Thundersley and Benfleet. It operates from five rooms within purpose-built premises in the grounds of The Deanes School in Thundersley, Benfleet, Essex. All children share access to an enclosed outdoor play area. The setting provides full day care for families from the local areas and the nursery also offers out of school care for children attending The Holy Family Catholic School and Kingston and Thundersley Primary Schools.

The nursery opens each weekday from 7.30am until 6.30pm for 51 weeks of the year, with the exception of Bank Holidays. The nursery is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register, with children attending for either part-time or full-time sessions. A maximum of 51 children from birth to under eight years may attend the setting at any one time. There are currently 93 children on roll, of whom 85 are in the early years age group. The nursery provides funded early years education for two, three and four-year-old children. It supports a small number of children who have special educational needs and/or disabilities and children who have English as an additional language.

The nursery employs 14 staff, of whom one holds a level 2 early years qualification, 10 hold level 3 early years qualifications, one holds a Foundation Degree in Early Years and two hold Degrees in Education. Three staff members are currently attending training. The nursery receives support from the local authority and from the Management Committee consisting of members of The Deanes School Governing Body, parents and the local community.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a child friendly and stimulating environment and make good progress in their learning and development. This inclusive setting ensures that each child is valued and respected, with staff being committed to ensuring that children's unique needs are clearly identified and met. Overall, partnerships between providers, parents and other agencies are good, while efficient safeguarding systems promote children's welfare. Self-evaluation involving the management and staff teams, parents and children enable the setting to take well-chosen actions to improve the provision and the outcomes for children.

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

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

- develop opportunities to share relevant information about children's progress

with other providers to support individual children's progress and to promote effective continuity and progression

- develop further an environment that is rich in numbers and words that take into account children's different home backgrounds and cultures
- develop further a stimulating outdoor environment that offers a range of activities to encourage children's interest and curiosity.

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

The nursery has effective systems to successfully support and maintain children's safety and security. All staff are appropriately checked and vetted and there are clear systems in place for checking their on-going suitability. The designated safeguarding officers attend training to ensure that their knowledge and procedures are up-to-date to protect children from harm. Comprehensive policies and procedures enable staff to take the necessary steps to safeguard and promote children's well-being. This includes parents completing personal documentation to ensure staff's awareness of vital information regarding allergies, medications and any health needs of children. Management conduct risk assessments, while children's safety is given priority throughout the setting. For example, all opening doors are fitted with safety guards to prevent children trapping their fingers and all vertical blinds have no cords in which to become entangled.

The well qualified staff team work well together, supporting each other to ensure consistency of care for individual children. The management team ensure that staff rotas provide continuity of care by having the same staff in each room. This ensures that, when the key person for each child is unavailable, there is always a familiar and trusted person who knows each child extremely well. Regular staff meetings and frequent opportunities for staff development and training ensure that all are kept up-to-date with changes and are continually improving their skills for the benefit of children. Staff plan and resource a challenging indoor environment where children initiate their own play, while being well supported and challenged. Children aged two years plus can freely choose to play in the outdoor environment, while younger children are taken out for walks or to play in the enclosed outdoor area. Through self-evaluation, the management team has identified that the outdoor area requires further development, including planning for an area specifically for the youngest children. However, the outdoor area currently does not always offer learning opportunities to support and encourage children's interest and curiosity in different activities.

The nursery provides an inclusive service and a warm welcome for all children and their families. The setting employs two Special Educational Needs Coordinators and systems allow staff to identify a child's need for additional support as early as possible. They share this information with colleagues, parents and, when necessary, with the local authority's Special Educational Needs Coordinator Advisor to ensure that each child with learning difficulties and/or disabilities receives the required support. Effective links with local primary schools support children's smooth transition to the schools. Some children attending the nursery also attend other early years settings, however, staff have yet to fully develop the relevant

information sharing with all these settings to ensure continuity in children's learning. Staff have established positive relationships with parents and carers. This includes initially gathering good levels of information to support children to make the transition between home and the setting by enabling them to respond well to individual care needs. Parents have opportunities to record their child's 'wow' moments and milestones for inclusion in their learning profiles, while staff complete daily communication books for parents. Parents spoken to during the inspection shared very complimentary comments about the friendly and caring staff team and how they provide their children with stimulating activities.

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

Children are confident, inquisitive and eager to learn and are provided with good opportunities to help them to make progress across all areas of learning and development. Key persons regularly observe and assess children's learning and use this information to plan activities to support individual children's current interests and stages of development. Key persons complete children's learning journeys and children's individual folders are full of photographs and observations supporting their learning across all six areas. Parents receive termly reports and have opportunities to comment about their children's progress.

Children are active learners and independently explore their learning environment, while making choices and decisions about what they would like to participate in. Babies thoroughly enjoy exploring objects and materials, for example, when feeling the textures of pine cones and small pieces of tree branches and when exploring everyday objects, such as, a whisk. They become aware of themselves, for example, through staff pointing at their noses and eyes. When they pull themselves up to stand and become mobile, they show great interest in the world around them, for example, when watching their siblings playing in the outdoor environment. They repeatedly investigate things, such as, pushing a lever and working out that one action affects others when making toys go round.

Children have many worthwhile opportunities to learn what happens to different types of objects and materials when playing in water, for example, through watching corks float and small pebbles sinking. They are also inquisitive to see what happens when mixing bark into water. They know that information can be retrieved from books, for example, through using reference books to ascertain information about the Diamond Jubilee of the Queen. Staff are beginning to encourage children's awareness of different communication systems, including the use of Makaton and some labelling in English, to enable them to see written words. However, bi-lingual children do not see their home language in written form to enhance all children's awareness of other languages.

Children's behaviour is good and they are actively involved in caring for their environment, for example, through 'tidy up time'. Children clearly feel safe and secure and are very relaxed within the nursery. Warm and purposeful interactions are shared with staff. They have a good understanding of how to keep themselves safe, demonstrated by them knowing why they have to clear the room for 'street

dancing' to prevent their friends from hurting themselves on equipment. They demonstrate a good understanding of personal hygiene, including reminding others that they will have to wash their hands again before lunch after playing with chinks. Staff support children well in the use of everyday technology and use information and communication technology to create digital slide shows of themed topics for children. Consequently, children are excited and motivated to learn and make good progress given their starting points and capabilities.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
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

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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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met