

Enchanted Nursery Ltd

103 Anstey Road, ALTON, Hampshire, GU34 2RN

Inspection date

Previous inspection date

19/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- There is a happy atmosphere at this nursery characterised by babies and children who demonstrate they feel safe and secure.
- Children make good overall progress in their learning and development as staff plan for their individual needs and interests.
- Staff provide all children with good opportunities to learn about their local community and find out about living creatures.
- The nursery works closely with outside agencies and professionals to support children and families.

It is not yet outstanding because

- Staff do not make sure that children can easily access the interesting range of resources they have that relate to other countries and different cultures.
- Use of labelling as a tool to help children understand that print carries meaning is limited in some rooms. There is also little use of labelling in languages other than English.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities and the interaction of children and staff in all base rooms, the sensory room, garden room, the outdoor environment and accompanied pre-school children and staff on a walk.
- The inspector had discussions with the manager and spoke to various staff members and children's key persons.
- The inspector checked evidence of staff suitability and qualifications and sampled other documentation, including children's assessment records and the nursery's self-evaluation from and improvement plan.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Debbie Newbury

Full Report

Information about the setting

Enchanted Nursery registered in 2011 and is a privately owned setting. It operates from a former school in Alton in Hampshire. Children are cared for in four base rooms over two floors and have access to a garden room and a sensory room. There is a main nursery garden and two additional small outside play areas. The upstairs of the property is accessible by stairs. Children come from Alton and the surrounding areas and may attend for a variety of sessions. The nursery is open each week day from 7.30am until 6pm for 51 weeks of the year. It closes for a week at Christmas and for bank holidays.

The nursery is registered on the Early Years Register and welcomes children from birth to the end of the early years age group. There are currently 89 children on roll whose ages range from four months to four years. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It supports children with special educational needs and/or disabilities and those who learn English as an additional language.

The nursery employs 16 permanent members of staff, including the management team. Of these, 14 hold appropriate early years qualifications. Two members of staff are studying for the Foundation degree. The nursery also employs bank staff, kitchen staff and housekeepers. It receives support from the local authority Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

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

- make resources that reflect diversity more easily accessible to children to encourage them to investigate these and support their learning about other cultures and countries
- increase the use of print in the environment, including words from different home languages, so children can learn about words and find out about different scripts.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Overall, children make good progress in their learning. They are supported by staff who plan for their individual needs and interests, taking into account the views of their parents.

The nursery is implementing the two year progress check successfully.

Staff support children's communication and language skills well. They talk to babies about what they are going to do, such as the need to change their nappy, which helps them link words with actions. Staff engage older children in conversation and seek their views, for instance as they play shops together or look at books. Pre-school children learn new vocabulary such as 'incubator' and 'recycle.' However, use of labelling as a tool to help children understand that print carries meaning is limited in some rooms. There is also little use of labelling in languages other than English. This does not value the home languages of children attending the nursery and means that all children do not get to see different scripts. Children enjoy singing sessions, which are enhanced by the provision of musical instruments. Staff invite children to suggest their favourite songs and allow them to freely explore the sounds the instruments make without restricting their investigations.

Children have access to a variety of play materials that support all areas of learning and enable them to make their own decisions about what they do. There is an interesting range of books, artefacts and other resources available in the nursery that relate to other countries and different cultural events. However, staff store these in a central location and only bring them out to support particular activities or celebrations. This restricts opportunities for children, especially older children, to develop further their knowledge of the world and build on their natural curiosity as learners.

Babies develop their manipulative skills as staff encourage them to try and open the flaps on books and offer them toys to hold. They enjoy looking at themselves in mirrors and watch closely as a member of staff sings to them, using a glove puppet as a prop. Babies enjoy spending time in the calm, relaxed atmosphere of the sensory room. Younger babies lie on their backs gazing intently at the coloured lights that dance across the ceiling while older babies are keen to explore the different shakers. Young children explore simple cause and effect toys while older children use electronic computer tablets and hand held games consoles. These help them find out about technology and provide opportunities for turn-taking and negotiation. Children explore play dough and art and craft materials. Staff demonstrate what children need to do as they learn to cut with scissors.

Children relish spending time outdoors and remain busily occupied. There is lots of excited chattering as children mix with others of differing ages and enjoy the opportunity to meet up with their siblings. Children move around on scooters and other ride on toys with good levels of coordination and control. They successfully avoid collisions with children who are intent on their own different explorations. Staff provide support and encouragement as children climb and balance and they work together to create a play house using large interlocking bricks. Children enjoy playing with water and sand. Staff introduce appropriate language that relates to different mathematical concepts, such as 'full and empty' and they encourage children to think about number and quantity. Pre-school children are invited to lay the table for lunch, placing four cups, knives and forks on each table. Children use their imaginations as they 'paint' the play house with wet, sloppy sand and make sand 'soup.' Older children initiate their own game of hide and seek. They show good understanding of the need to take turns. Staff promote children's independence and self-help skills effectively.

Children have good opportunities to learn about nature and living creatures. There are goldfish in most rooms, which children help to take care of and the nursery is currently incubating eggs. Older children explain that the eggs 'will crack in eight days and that the chicks will be yellow.' There is a general sense of excitement evident about this forthcoming event. Staff frequently take all children off site. They visit the library, museum, supermarket, duck pond and a care home for the elderly. Pre-school children are regularly going on a walk to a nearby building site where they are watching the progress of the demolition of a hotel. These experiences add variety to the children's day and enable them to learn about their local community in a meaningful way.

The contribution of the early years provision to the well-being of children

Staff treat children with warmth and affection, which leads to the development of trusting relationships. Children giggle delightedly as staff tickle their tummies and they snuggle in contentedly for cuddles or to listen to stories. Staff follow the individual routines of babies, which means that they eat and sleep when they want. They closely monitor young children whom they suspect of being unwell and are gently reassuring as they sit and rock them. Most children behave well with isolated incidents being managed effectively with a minimum of fuss and good use of explanation. Staff promote good manners as they remind children to say 'please' and 'thank you'. Staff offer constant praise, promoting children's self-esteem effectively.

Staff implement good hygiene practices with children as part of the normal daily routine. Older children understand that they need to wash their hands before they eat because of germs. Children have a varied diet that reflects their individual needs and dietary requirements. Mealtimes are sociable occasions where children sit together to eat, supported by staff. Drinking water is easily accessible indoors and outdoors, enabling children to help themselves when they feel thirsty. All children benefit from fresh air and exercise as they spend time outdoors every day. In addition to using the nursery garden, staff take children out for walks and they regularly visit the nearby recreation field. This provides a much larger area of open space where children can run around and be more energetic. Staff remind children to be careful as they walk down the stairs and they respond promptly to situations that arise where children engage in potentially unsafe actions. For instance, they intervene to explain that 'knives are for cutting, not for putting in mouths.' This helps children learn about safe actions and behaviours.

The nursery implements effective measures to support children's introduction to nursery life and to ease their move from room to room. Children have frequent visits to the room they will be moving to and their existing and new key person share information about them. Parents are fully involved in this process. Staff also work in partnership with other early years settings children attend and with the schools they will move on to. This arrangement means that everyone works together in the best interests of the children. Staff provide pre-school children with opportunities to take part in more structured activities in the 'garden room' to help prepare them for school.

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

The nursery meets the requirements of the Early Years Foundation Stage framework. An effective manager who has a good understanding of her role leads the nursery and provides clear direction and support for her staff. All required records are in place and detailed policies and procedures underpin practice. These documents are shared with parents to help them understand about the overall organisation of the nursery and staff are required to review these every six months. This helps to ensure a consistent approach and means that everyone has a secure understanding of their role and responsibilities. Staff are deployed effectively and they work together well as a team. As a result the nursery day flows smoothly. The manager speaks positively about the staff team, noting their high morale and the 'good strong bond they have with their key children and their parents.'

The nursery's use of self-evaluation as a tool to identify strengths and drive improvement is effective. This is because it takes account of the views of staff, parents, children and the local authority and has led to the development of a comprehensive improvement plan. This is regularly reviewed and added to on an ongoing basis, meaning that the nursery is well placed to make any necessary changes and enhance outcomes for children and their families. The manager recognises the importance of training as part of the continuous professional development of staff. Identified training needs are incorporated into the improvement plan to make sure they are addressed. The nursery owners are implementing a programme of refurbishment, which includes the addition of new resources and equipment. Work on the nursery garden will be carried out this summer.

Management and staff have a secure understanding of their role and responsibility to keep children safe. They attend relevant training and know how to implement nursery and local safeguarding board procedures. This means that they are able to act in the best interests of children if they have any concerns about their well-being. Systems for recruitment, vetting and ensuring the ongoing suitability of staff are robust. Staff implement effective measures to promote security and safety, which protects children from unnecessary risk. They are particularly vigilant about checking the identity of any visitors before allowing them to access the premises.

Parents express positive views about the nursery and the staff caring for their children. One comments 'It's amazing. I thought nursery would be a big, scary place but every single person here knows my child's name and they really care. My child has come on in leaps and bounds.' Another notes that their child's induction was a very happy experience and that the nursery is very supportive. Staff and parents work in close partnership in order to meet children's individual needs and support their learning. They exchange information about children on an ongoing basis and parents are invited to meet with their child's key person to discuss their development. Organised special events throughout the year to which parents are invited strengthen these links still further. Staff provide parents

with ideas of things to do with their children at home. The parent notice board includes a wealth of useful information that they are likely to find of assistance and interest. This not only includes specific information about the nursery but also general childcare matters.

The nursery works well with other agencies and professionals supporting individual children to promote a fully integrated approach and help them make as much progress as possible. It has also participated in a specific county initiative, designed to help different early years settings and schools in the area build links with one another. This has led to an exchange of information about practice issues and has provided the opportunity for staff to visit different settings.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY430505
Local authority	Hampshire
Inspection number	774128
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	72
Number of children on roll	89
Name of provider	Enchanted Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01420 87031

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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