

# Enfield Day Nursery

c/o David Lloyd Leisure, 180 Carterhatch Lane, Enfield, Middlesex, EN1 4LF

<b>Inspection date</b>	15/04/2013
Previous inspection date	02/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- An extremely well-established key person system helps children to form secure attachments and this promotes their well-being very effectively.
- The settling-in process is given very high priority to ensure new children are fully supported in the separation from their parents/carers.
- Children achieve exceptionally well because the environment is highly conducive to learning. Staff provide rich, varied and imaginative experiences to inspire children to be active and inquisitive learners.
- Exceptionally thorough and accurate self-evaluation drives improvement continually across all aspects of the setting.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the three playrooms and the outside learning environment.
- The inspector had discussions with the manager throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector sampled children's information and development records.
- The inspector also took account of the views of parents and carers spoken to on the day.
- The inspector and manager completed a joint observation.
- Full Report

## Inspector

Jennifer Devine

## Full Report

### Information about the setting

Enfield Day Nursery registered in 2006 and operates from three rooms within the David Lloyd leisure centre in Enfield. It is one of several nurseries owned and run by Asquith Nurseries. The nursery is split between two sites within the centre. Children share access to two outdoor play areas. The nursery is open from 7.30am to 6.30pm Monday to Friday for 51 weeks a year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 56 children on roll in the early years age group. The setting receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 18 members of staff, of these, 14 members of staff including the manager, hold relevant early years qualifications.

### What the setting needs to do to improve further

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

- enhance the use of sharing family photographs and other significant people to support all the children in developing a sense of belonging.

### Inspection judgements

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

The staff team have an excellent understanding of the Early Years Foundation Stage and have great knowledge of how children learn. As a result they provide a highly stimulating and exciting environment which they are aware helps children to make excellent progress. Systems to assess children's starting points during the settling-in period and future moves through the nursery are excellent. Children's individual progress is closely monitored to ensure all children meet expected levels of development. Key workers carefully plan, record and identify individual next steps for each child and this is followed by comprehensive observations to monitor their progress. As a result of the careful planning children benefit from a superb range of activities that offer a very good balance between child initiated and adult-led experiences.

The exceptionally wide range of resources, both indoors and outside, are easily and safely accessible throughout the day. Inspirational and innovative teaching motivates children. Children in the pre-school room take part in short, structured teaching sessions throughout the day. These comprehensively support children's communication and language development and encourage children's listening skills and concentration to help

in readiness for school. For example, staff plan a listening game where children have to pass around a sound to their friends and after staff demonstrate a tapping sound using their fingers each child thinks of something different and a range of sounds are created.

Children confidently use mathematical language during free play and focused activities. They count at every opportunity and enjoy sorting and comparing objects. Children enjoy using the computer and can access an excellent range of simple mathematical programmes. Staff make excellent use of the interactive whiteboard and use this to support them in many ways, such as showing children how they can research things they are interested in or using it to support story times.

Children have free flow to the outside environment for most of the day and they thoroughly enjoy the outdoors. The garden is exceptionally well-resourced and children can investigate and explore the natural environment. Children can access a full range of activities outdoors which covers all areas of learning very successfully. They thoroughly enjoy using the chalks as they practise writing their numbers on the hopscotch area and then develop their ideas of how to play hopscotch as they hop and jump.

Staff have developed very positive links with local schools to ensure the children's move to school goes smoothly. Staff are very effective in promoting the children's readiness for school, developing their self-care and listening skills successfully. As a result, children are gaining the skills and attitudes they need to be ready for school or their next stage of learning.

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

The key person system is embedded well into the staff practice and results in excellent relationships being established with parents from very early on. This supports children to settle quickly. Staff's working patterns are arranged so that the key person is available the majority of the time when children arrive in the morning and until they go home later on in the day. A buddy key worker system is also in place which provides stability in the caring of children.

Children's personal social and emotional development is fostered extremely well; children have formed some strong friendships and play very well together. Children take part in regular small group sessions to develop their confidence and self-esteem. Staff plan exciting activities and games in these sessions to give children opportunities to develop effective learning skills such as turn taking, listening and developing their vocabulary for communication.

Staff promote and role model kind and caring attitudes which results in a calm and loving environment and teaches children to develop firm relationships with each other. Children's behaviour is handled exceptionally well and they respond very well to praise and encouragement. Children have a very good understanding of sharing toys and regularly help each other overcome difficulties. For example a child noticed a new child sitting at the computer and sat down with them to help them find the programme they wanted.

Staff are very caring and attentive to the younger children's needs. Babies and toddlers are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are very aware of providing exciting experiences to develop young babies' senses and early development. There is an excellent supply of natural materials, such as treasure baskets, for babies to explore and investigate. Toddlers thoroughly enjoy the freedom of moving around their room and are developing their physical skills as they use the small stairs and slide, and enjoy the freedom of moving between the indoors to the outdoor play area. The planning in the younger age-group rooms ensures all aspects of learning are covered fully, but giving particular attention to the prime areas of learning.

Children who speak English as an additional language are supported well. Staff obtain key words to help children settle and there are plentiful signs or displays around the nursery depicting various languages used. In some of the play rooms staff have involved parents in sharing photographs of their families or friends to encourage children's sense of belonging. However this is not fully embedded in all of the rooms and therefore not all children benefit from this wonderful idea. There are highly effective systems to support children with special educational needs and/or disabilities. Staff work very effectively in partnership with other agencies. This supports them in being able to identify and support targeted individual plans.

Children are developing healthy lifestyles as they show exceptional understanding of following good personal hygiene routines. They independently take themselves to the toilet and know why they need to wash their hands. Children can choose to have their own snacks throughout the morning as they wish and help themselves to a drink as required. They are provided with healthy and nutritious home-cooked foods which are freshly prepared by the cook. Individual dietary requirements are well catered for.

Children are learning to take full responsibility for their own safety and the safety of others and are able to move around the nursery safely, confidently and independently. They know the rules of the nursery, such as not running indoors. Children's safety is further protected by the staffs' very good understanding of appropriate supervision both indoors and outside. Children take part in regular fire evacuation practices which teaches them about the importance of getting out the building safely and calmly.

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

The setting is led exceptionally well. The staff team have an excellent understanding of their responsibilities in ensuring the provision meets the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. Clear and robust recruitment procedures are in place, which ensure adults working with the children are suitably checked. Staff are fully aware of their role and responsibilities with regard to safeguarding children and understand the procedures to follow if they were concerned about a child. Furthermore staff have an excellent knowledge of the procedures to follow if an allegation is made against a member of staff

and the whistle blowing procedures. The nursery provides regular comprehensive training for all staff on safeguarding and this ensures they are confident in all aspects of keeping children safe and fully secure during their time at nursery.

Comprehensive risk assessments are in place and the staff ensure high levels of safety are maintained by conducting daily safety checks. Access to the premises is closely monitored and visitors only gain access via the intercom system. This protects children. Staff are deployed highly effectively within the setting to ensure children's safety is paramount and that the ratio of adults to child is always met. All required documentation is in place to support the efficient running of the setting.

The manager has very high expectations for maintaining quality and this supports all aspects of care and education in the setting. Self-evaluation is used highly effectively to review practice and target areas for improvements. Staff are well supported by very good systems for supervision, appraisals and identification of training needs. In addition the staff team are extremely well supported by the company's training and development team who regularly visit to monitor performance and identify how they can support staff development through training or mentoring. As a result staff practice is excellent.

Partnerships with parents are flourishing. The setting places great value on ensuring that parents develop a sense of belonging to the setting and can contribute to the well-being of their children. They are made to feel very welcome in the nursery and are encouraged to share information about their child to ensure continuity of care. Staff involve parents in their children's learning by recording 'wow' moments from parents' verbal feedback. Parents are provided with a wide range of information to ensure they are well informed about how the provision operates and they are kept fully informed about their child's progress, achievements and daily experiences. Parent's views are gained from questionnaires sent out from the company's head office regularly. Parents speak fondly about the setting and the staff team. Comments from parents indicate they are very happy with the service provided.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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

<b>Unique reference number</b>	EY319408
<b>Local authority</b>	Enfield
<b>Inspection number</b>	908806
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	02/04/2009
<b>Telephone number</b>	0208 367 0069

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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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Piccadilly Gate  
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