

# The Enchanted Castle (Day Nursery) Ltd

557-565 Barking Road, East Ham, London, E6 2LW

<b>Inspection date</b>	23/07/2013
Previous inspection date	20/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Staff offer children a good range of activities and resources, which supports children's development in all areas of learning well.
- Staff have affectionate, caring and positive relationships with children, which helps children to settle and feel secure at the nursery.
- Staff engage parents from different cultural backgrounds by displaying samples of children's learning journeys in different languages. This supports parents' understanding of how their children learn.

### It is not yet outstanding because

- Staff miss opportunities to extend children's understanding of mathematical concepts during activities.
- Not all staff consistently complete children's records of observations and assessments to ensure their progress is monitored closely.

## 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 children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector held discussions with the manager and talked with staff.

## Inspector

Caroline Preston

## Full Report

### Information about the setting

The Enchanted Castle Day Nursery registered in 2003. It is privately owned and part of The Enchanted Castle (Day Nursery) Ltd group. The nursery 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 6.15pm for 50 weeks a year. Children have access to four play areas and an enclosed outdoor play area. There are currently 35 children on roll. The nursery is registered on the Early Years Register. The setting provides free early education for children aged two, three and four. There are 18 members of staff, including three managers. All staff hold recognised early years qualifications. The management team are currently working towards childcare degree qualifications.

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

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

- ensure observations and assessments are completed to consistently show children's progress
  
- extend children's understanding of mathematical concepts during activities.

### Inspection judgements

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

Children benefit from a good range of learning experiences, which helps them to develop across all areas of learning. Staff complete observations and assessments for each child on entry to the nursery to find out their starting points. Parents are invited to contribute to children's initial assessment, which helps build strong parental partnership. Staff regularly observe and assess children to help them accurately plan for children's next stage in learning. However, not all of the children's records are up to date to ensure staff track children's progress closely. Staff support parents and children learning English as additional language effectively. They obtain key words from parents and many staff speak a wide range of languages. Staff display some examples of learning journeys in different languages. This supports parents in their understanding of how staff assess and support their children's learning. This promotes equality, and inclusion of the diverse range of families who use the nursery.

Staff offer children opportunities to make play dough, children sit with them and talk about the ingredients of flour, oil, water and paint, which supports children's language and

literacy skills. Children talk about how much of the ingredients to mix, however there are missed opportunities to extend children's understanding of mathematical concepts through weighing, measuring and calculating amounts. Children enjoy moulding and making shapes with the play dough, supporting their small physical skills and creativity well.

Children enjoy play in the well resourced garden where they enjoy splashing in the rain water with their bare feet. Young children enjoy the feel of the water and moving around in the large puddle. All of which supports their physical development well. Children have good opportunities to develop their skills in all areas of learning. For example, as they sit and play in the large sandpit, make music using the hanging musical instruments and make marks with the writing resources. Children use their imaginations playing with role play resources. For example, children have fun hiding under a blanket, and enjoy pretending to be parents with the dolls available. Staff encourage children to develop a good understanding of the world as they learn how to take care of the pet rabbit, tortoise and lizard. Staff make the environment fun, stimulating and exciting for children. Both the inside and outside effectively offer children many good learning experiences. This supports children's development and helps them to develop skills to prepare them for school.

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

The well established key person system helps children to settle easily at the nursery. For example, children's social and emotional development is supported effectively on arrival. They are warmly greeted and staff make breakfast a welcoming and social event as they sit and talk to children. Children are therefore secure and happy to be left by their parents and carers. Staff then offer children a good range of toys to play with, before they go to their own age group rooms. Staff are good role models, as they are kind, affectionate and attentive towards all children. The nursery's open plan design helps staff develop good relationships with all children across the different age groups. This enables children to become familiar with each other and the staff team as they see them all throughout the day. Staff celebrate many different festivals, which reflect the diversity of the children who attend the nursery. Resources promote positive images of differences to raise children's awareness of people different to themselves.

Children develop independence and are confident to make their own choices. They behave well because staff talk to them about boundaries of behaviour at a level they understand. Children share and take turns well, for example, during role play activities. They take appropriate risks, such as splashing in the large rain puddle. Children ride wheeled toys and use climbing apparatus, and learn to use equipment safely. Staff raise children's awareness of stranger danger and road safety, extending their understanding of different risks.

Staff encourage children to learn to attend to their own hygiene needs so they become independent in managing these for themselves. Children wash their hands after using the toilet and before meals, which minimises cross infection. They enjoy daily physical exercise in the garden, where they benefit from fresh air. Children are offered healthy, nutritious meals, such as pilau rice, dhal and yogurt. The older children serve their own food, which

promotes their independent skills well. Staff talk to children about good and unhealthy foods, which supports their understanding of healthy lifestyles.

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

The leadership and management of the nursery is good. They have a strong understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. The management team fully support staff through regular supervisions and appraisals. Senior staff observe staff during everyday activities, which helps them to monitor practice and identify the strengths and weaknesses of the provision. Staff are offered further training and guidance, which supports their professional development well. Effective self-evaluation of the nursery means that improvements are made, such as the development of the garden space and closer working partnerships with parents. High staff morale and effective working relationships between staff and management makes the nursery a happy, safe and harmonious place for children and parents to attend.

The management team monitor the effectiveness of the delivery of the learning and development requirements closely. All playrooms at the nursery are well equipped with toys and resources, which cover all areas of learning. Children benefit from a broad range of activities and play experiences that support their overall learning and development well. As a result, children learn and achieve, and make good progress in relation to their starting points.

Staff's relationships with parents are good and they share and discuss children's records and progress with them. They also offer questionnaires to gain parents feedback and regular newsletters to keep them well informed. Staff work hard to keep parents informed about what children are learning at the nursery and how they can continue this at home. The nursery has good links with external agencies to enable them to provide consistent care and learning experiences to children.

Staff's good awareness of safeguarding procedures means that they are able to identify potential concerns in relation to children's welfare. All staff have recently undertaken safeguarding training, and have a strong knowledge of the nursery policies and procedures in order to safeguard children effectively. Senior staff are vigilant in following the safeguarding procedures where concerns are raised. For example, they conduct internal investigations and work with external agencies to fully support children's well-being. Staff complete regular risk assessments, which are recorded, signed and dated. These identify potential hazards and how these are made safe. This means children play in a safe environment, where risks are minimised.

## 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

<b>Unique reference number</b>	EY269471
<b>Local authority</b>	Newham
<b>Inspection number</b>	923279
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	70
<b>Number of children on roll</b>	35
<b>Name of provider</b>	The Enchanted Castle (Day Nursery) Ltd
<b>Date of previous inspection</b>	20/05/2010
<b>Telephone number</b>	020 85526777

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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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