

# The Enchanted Castle (Day Nursery) Ltd

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

<b>Inspection date</b>	06/12/2013
Previous inspection date	23/07/2013

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

- Children are making good progress in their learning and development, because the staff have a secure understanding of how to support children effectively.
- An effective key person system helps to ensure that children individual needs are known and met.
- Children develop good levels of independence as they are encouraged to act responsibly and make choices about their play.
- The management and staff make the nursery open and welcoming to the parents.

### It is not yet outstanding because

- Babies treasure baskets lack a variety of natural materials and resources to support children's sensory exploration.
- Staff do not always ensure that babies have access to books in their play area.

## 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 interviewed the registered individual.
- The inspector observed staff's interaction with children.
- The inspector sampled a range of documents, including staff records, policies, children's assessments records and the register of attendance.

## Inspector

Jennifer Liverpool

## Full report

### Information about the setting

The Enchanted Castle Day Nursery registered in 2003. The nursery is registered on the Early Years Register. 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. There is an enclosed outdoor play area.

There are currently 55 children attending in the early years age range. The nursery receives funding to provide free early education for children aged two-, three- and four-years. There are 17 members of staff, including a deputy and two managers. All staff hold recognised 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:

- make books available and accessible to babies in their play area
  
- widen the variety of sensory materials on offer to babies to broaden their sensory development and experiences.

## Inspection judgements

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

Staff provide a good program of activities that are planned effectively to support all children and ensure all aspects of learning are covered. This is because staff plan activities according to children's interests. In addition, in response to the recommendation raised at the last inspection, all staff now consistently monitor children's achievements and use the information to support and extend children's learning. Children's personal independence is encouraged as they put their coats on before going outdoors, choose when to eat from the rolling snack table and select toys that they want to play with. Children speak confidently during circle time sessions, activities and when talking to their friends in the role-play area. Children listen attentively to discussion and stories. They also respond to questions and follow instructions. Staff support babies communication and language skills through labelling, repeating words and singing action and rhyme songs. Children learning to speak English receive good support as staff work with them on a one to one basis so that activities are tailored to their individual needs. Staff also ensure that children learning to speak English as an additional language take part in group activities so that they learn from and communicate with their friends. In addition to this, staff introduce new words through planned activities and topics, thus promoting all children's language development.

Older children enjoy using the book area to look at books independently and with an adult. Young children demonstrate a good understanding of how to handle books appropriately, as they hold books the right way up and many of them start looking at the pages at the beginning of the book. Children are beginning to foster an interest in reading and stories. However, babies do not always have direct access to books. This is because staff borrow books from the toddler play area as and when they need to, such as, when providing story time session for babies. In response to the recommendation raised at the last inspection staff have started to increase opportunities to support children's mathematical understanding. Staff participate in children's play to provide opportunities to introduce children to mathematical vocabulary and to also support children's mathematical understanding. For example, staff encourage children to sort and compare dough balls by size and ask children to count the number of objects they have put away to develop children's counting skills. Children learn about different cultures as they enjoy celebrating different festivals and events such as, Divali, Black History month and Eid. They also become aware of diversity as they use a range of toys that depict positive images of race, culture and disabilities.

Children have suitable opportunities to learn from first hand experiences because staff provide them with a range of equipment that help children to explore and discover things for themselves. For example, children use magnets in sand play to discover items that can be pick up by magnets. Children take part in planting flowers and vegetable seeds. This helps them to learn about the life cycle and growth of living things. Children express their creativity through painting, making collage, drawing and building using a range of constructions pieces for modelling. In the main, staff provide children with a variety of activities that enable them to discover colours, shapes and textures through drawing, water, sand and salt dough. However, babies have insufficient opportunities to develop their sensory experiences as staff offer babies plastic play foods, rough textured rubber balls and some woollen balls and metal pots and pans.

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

Staff greet children on their arrival and make them feel welcome. They develop good relationships with the children and are attentive to their needs. Consequently, this helps children to feel that they are valued and respected as individuals. Children are forming firm relationship with other children and some have identified their own group of friends and play well together over a sustained period of time. The key person system helps to ensure that all children receive good care and valuable support, thus promoting children's emotional wellbeing and development. Children's behaviour is good overall. The staff are consistent in their approach to managing children's behaviour through using methods such as distraction and simple explanation, which children respond to. Children also benefit from the praise and encouragement they receive from staff, which helps to promote their positive self-esteem.

Children learn to take responsibilities for keeping themselves safe as they practise the emergency evacuation procedures with staff on a regular basis. Staff follow babies'

individual routines for eating and sleeping according to their parents wishes, which promotes continuity of care and contributes to babies physical wellbeing. Staff make sure that they are aware of children's dietary requirements, so that children's individual needs are met. Children receive a range of healthy snacks and foods that encourages them to develop healthy eating practices. For example, children are offered rice and pasta dishes, quorn mince, chicken and steak fillets and fresh vegetables. The nursery good daily routines and explanations help children to learn the importance of good personal hygiene. Consequently, older children know to wash their hands before eating and after visiting the toilet.

Staff encourage the children to develop fine hand movements as they provide them with a wide range of small equipment for work and play. Children demonstrate good fine hand movement skills as they scoop sand using shovels and spade, roll dough with rolling pins and use shape cutters to press out dough from dough balls. Staff provide daily opportunities for children to play outdoors where they develop good coordination and balance. Children confidently pedal tricycles, climb slides, run and play ball games. Babies use low level furniture to pull themselves up to a standing position and begin to take tentative steps to move along furniture and equipment.

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

All staff have attended child protection and safeguarding training, which means that they have a secure understanding of their role in promoting the wellbeing of the children. The management team also keeps staff's knowledge of safeguarding up to date by discussing staff's responsibilities during team meetings. This helps to support the welfare of the children. The leader has put effective systems in place to help ensure the suitability of all those working with the children. This also includes checking staff's continuous suitability over a period of time. The nursery premises are secure, both indoors and outdoors, which helps to ensure that children are unable to leave the premises without a suitable adult. In addition to this, suitable systems are in place to prevent unauthorised visitor's gaining access to children. Staff are vigilant about children's safety. They carry out daily risk assessments to minimise the risk of potential hazards to children. Staff also use risk assessments and follow clear procedures for outings that helps to promote children's safety when they are out on trips.

A number of staff members are trained in first aid and there is appropriate first aid equipment to care for children if they sustain minor injuries. The management team keep and maintain records required for the safe management of the children and the smooth running of the provision. The management team monitor staffs performance both formally and informally to help support the staff in their role. The staff have responded well to the recommendations raised at the last inspection. This is because the management team are now working closely with staff to help ensure that the systems for children's observation and assessments are consistent across the staff team. Additionally, the management team regularly monitor children's achievements alongside the staff and this helps to ensure that all children are making good progress. The management team is aware of the nursery's

strengths and they regularly review procedures and practices to continue to improve the service they offer to children and their parents.

The staff have good relationships with parents. Staff uses various communication strategies to keep parents fully informed about their child's general wellbeing, development and progress. For example, the key persons caring for babies complete a daily diary for parents that give them information about their babies' personal routine and activities. Key persons caring for toddlers and pre-school aged children give parents daily feedback about their child's day, enabling children to receive continuity of care. Staff invite parents to evening meetings where they can view their children's progress report and contribute to their children's learning and development. The staff have also taken positive steps to communicate with and involve parents who speak English as an additional language through translating some written information into community languages. The nursery has formed links with local schools, which helps to support children's move to new schools.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	942596
<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>	52
<b>Number of children on roll</b>	55
<b>Name of provider</b>	The Enchanted Castle (Day Nursery) Ltd
<b>Date of previous inspection</b>	23/07/2013
<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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