

Enchanted Wood Pre-school

38A Bean Road, BEXLEYHEATH, Kent, DA6 8HN

Inspection date

Previous inspection date

03/12/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Activities are rich, diverse and challenging, particularly outdoors where children excel as they explore, investigate and solve problems.
- Children display excellent levels of independence because they are encouraged and motivated to manage tasks for themselves from a very young age. This results in them being confident and very well prepared for the next steps in their learning.
- The strive for improvement is inspirational. The sharing of best practice with other settings is a reflection of this and helps to ensure that improvement is continuous.
- Highly effective partnerships between parents, other settings and professionals ensure that children receive the individual and full support that they require. Consequently, children make excellent progress in their development.
- Children are kind, caring and thoughtful towards others. This is due to excellent staff who continuously model positive behaviour.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities outdoors and indoors.
- The inspector had discussions with the manager, staff, children and parents.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.
- The inspector read the setting's self-evaluation form.

Inspector

Karen Scott

Full report

Information about the setting

Enchanted Wood Pre-school is one of two privately-run settings. It registered in 2011 and operates from one main room in a scout hut. Children have access to an enclosed outdoor play area. The pre-school is situated in Bexleyheath in the London Borough of Bexley. It is open each weekday from 9.15am to 12.15pm, term-time only.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 64 children on roll, all of whom are in the early years age range. The pre-school currently supports a number of children with special educational needs and/or disabilities and who are learning English as an additional language.

There are 10 members of staff, all of whom hold appropriate early years qualifications. The manager holds a level six qualification. The pre-school receives funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- enhance children's understanding of how to stay healthy further by consistently providing them with the equipment they need.

Inspection judgements

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

All staff know all children very well and plan activities that promote individual and group learning exceptionally well. Practitioners have very high expectations of children, interacting and teaching at a very high level. Staff ensure that the environment is interesting and offers experiences that promote learning in all areas of development. Children lead their own play, making choices about what they want to do. They explore and investigate. They are extremely independent learners. Due to positive role modelling from adults, children are kind, caring and considerate towards others. Children are very polite and have an extremely positive and supportive relationship with staff. Play and learning is continuous. Children discuss previous experiences and think about how to continue learning themes which builds very well on their development. Children are confident speakers and take turns in group discussions. This is due to staff focusing on activities that support children's developing language skills extremely well. Children are encouraged to talk through activities and use descriptive language to describe their experiences, such as wet mud under their feet. When children are learning English as an additional language, they receive very good support to help them to settle. Key persons

work very closely with parents and carers to learn important words and involve the whole family in the pre-school. Staff use resources, such as pictorial time lines, to aid communication and help children understand daily routines. Children enjoy looking at books and turn the pages carefully. They have favourite stories which they act out. For example, outdoors they took on roles in Goldilocks, making mud pies to represent porridge. Children compare and contrast size when playing outdoors. For example, they looked at plant pots and considered how many leaves they could sort into them depending on how big or small the pots were. In a drive to improve mathematical development for all children, the manager purchased more equipment. This ensures there are plenty of opportunities for children to build on their skills outdoors as well as indoors. Consequently, children are developing their mathematical understanding exceptionally well as they play.

There is a wealth of space both indoors and outdoors for children to develop their physical skills. Children use space to great effect, manoeuvring around obstacles successfully. They think about the space around them, ensuring that there is room for all to sit down, showing very good awareness of how much space they need. Children use tools confidently to create desired effects. They paint with mud and roll balls down tubes showing good control. Children become highly involved in imaginative play, taking on roles, sharing resources, working together to re-enact stories and scenarios. They used sticks, for example, to represent other things. Children used their feet and hands to learn about texture, describing what they feel. Staff use specific forest school activities outdoors exceptionally well to promote children's learning and development. Children learn about the environment and use a range of tools to help them learn about insects, for example. Activities are rich and interesting. Children investigate, explore, make plans and solve problems, making fantastic developmental achievements and rapid steps in their learning.

Staff have an excellent knowledge of how children learn. They demonstrate an absolute willingness to engage with children and extend activities without over directing them. Consequently, children benefit from outstanding teaching. Staff know the children that they are caring for very well and make plans that support individual children's learning. Parents and carers share in their children's learning. They thoroughly enjoy looking at their children's learning journeys, which contain lots of photographs of their children participating in activities. Parents contribute to these progress records and the learning process. Children flourish as they make excellent progress through the developmental stepping stones.

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

Children feel safe and secure at the pre-school. They have formed strong friendships and attachments. This helps them to feel confident and happy to explore their surroundings, in particular the forest school activities outdoors. Children are kind, caring and thoughtful to others and behave well due to the good role modelling of staff. Children are extremely independent and undertake tasks at levels that are beyond their ages. Children have space and time to become highly involved in play and activities, consequently, concentration levels are exceedingly high. The forest school activities particularly encourage children to take risks but also to learn about playing safely. Staff give children clear guidance but also

support them to think through and resolve safely issues themselves. For example, when carrying a large branch staff helped children to understand the safety implications. They encouraged them to think about how to improve on this, such as asking an adult to help.

Children have a very good understanding of the importance of fresh air and exercise for a healthy lifestyle. They are extremely keen to play outside and enjoy lots of physical exercise. They know that there are times they need to wash hands, such as after messy play and before eating, and do so without prompting. However, currently they share a towel for drying their hands. This means staff are not always enhancing their physical development and fully promoting their understanding of how to stay healthy. Children dress for outdoors with very little support because they are keen to manage this independently. The highly stimulating environment helps children to enjoy a huge range of experiences and to make exceptional progress. Consequently, children are extremely well prepared for the next stage in their learning

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

Children play in an extremely safe and secure environment. Staff have an excellent understanding of the importance of their role in safeguarding children. They implement comprehensive policies and procedures, which they share with parents and carers so that they are fully aware of the pre-school's practice. The leadership of the pre-school is inspirational, disseminating their high quality practice to other settings. They share their expertise and help others build on their skills. The pre-school has a high commitment to improvement as they are keen to provide a service that continuously evolves to improve outcomes for children and their families. The staff team evaluate their practice, make plans for improvement and value the views of parents and carers. Staff work very closely together, valuing each other's strengths and learning from them. Practice is observed and evaluated, and staff attend training that builds on their knowledge and understanding. Consequently, children benefit from the ongoing professional development of staff and the improving practice. Children's learning and development is continuously assessed. This includes the required progress check for two-year-old children, which staff share with parents. As a result, children achieve exceptionally well due to the highly effective teaching strategies that staff implement following assessment.

Children's individual needs are identified quickly and strategies put in place that all staff are aware of, enabling them to provide children with superb support. The pre-school works extremely closely with other professionals and agencies. This helps them ensure that they consistently meet children's needs and that children receive the individual support they require. Key persons work very closely with parents and carers. This joined-up approach helps children to settle exceptionally well, have their individual needs met and to flourish. Parents and carers are welcomed warmly to the pre-school and regularly share information with key persons. Staff regularly invite families to stay and play sessions, which help them to feel part of their child's time at pre-school. Parents and carers say that they are very happy with their choice of childcare and particularly

appreciate working in partnership with staff.

The Childcare Register

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

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY424187
Local authority	Bexley
Inspection number	793773
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	34
Number of children on roll	64
Name of provider	Abigail Esther Sanford
Date of previous inspection	not applicable
Telephone number	07956 122 864

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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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