

# Enchanted Day Nursery

Lindhill House, Knap Close, LETCHWORTH GARDEN CITY, Hertfordshire  
SG6 1AQ



<b>Inspection date</b>	23 May 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Children's safety is compromised. Staff fail to risk assess all play areas adequately. For example, choking hazards are not identified prior to young children playing in the outdoor area. Some staff do not know the nursery safeguarding policy.
- Staffing arrangements do not meet the needs of all children. For example, during mealtimes staff are busy carrying out routine tasks, which means children are not sufficiently supervised to promote their health and safety.
- The key-person system does not work effectively to support young children's emotional well-being. Some staff working in the baby room do not have sufficient knowledge and skills to ensure that the individual needs of young children are consistently met.
- The provider does not monitor staff effectively to identify inconsistent practice and use this information to improve their quality of teaching. This means staff are not supported to address areas of weakness.
- Staff do not manage children's behaviour effectively. They do not consistently implement the behaviour management procedures. This means children do not develop a suitable understanding of right from wrong.
- Staff do not promote the good health of children attending the setting. They do not take appropriate action when there is illness at the nursery. In addition to this, children are not supported to develop a good understanding of appropriate hygiene routines.
- Young children do not enjoy a sufficient balance of adult-led learning and child-initiated play. Staff do not offer activities and experiences that motivate children or extend their learning. Staff fail to plan activities based on young children's individual development. This means young children make limited progress.

### It has the following strengths

- Older children engage in activities and experiences that interest them. Staff interact appropriately, using open-ended questioning to extend their learning.
- Staff form suitable partnerships with parents, carers and other professionals.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
take all reasonable steps to ensure that children are not exposed to risks	20/06/2019
train all staff to understand the safeguarding policy and ensure that all staff have an up-to-date knowledge of the safeguarding procedures to follow	20/06/2019
deploy staff effectively to meet the individual needs of all children and promote their safety: ensure that at least half of all staff working with young children have received training that specifically addresses the care of babies	20/06/2019
improve the key-person system to ensure that every child's learning and care are tailored to meet their individual needs	20/06/2019
improve the organisation and content of supervision meetings to promote staff's professional development so that it increases the potential to deliver good, quality teaching	20/06/2019
implement appropriate procedures for dealing with children's behaviour and ensure that staff follow these consistently	20/06/2019
take the necessary steps to prevent the spread of infection and take appropriate action if children are ill	20/06/2019
ensure that each child's individual needs, interests and stage of development are assessed effectively, and use this information to plan appropriate, challenging and enjoyable experiences for all children.	20/06/2019

### Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**

Jo Rowley

## Inspection findings

### Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. Children's welfare is compromised. For example, during outside play in an area used by the under two-year-olds, children are able to pick up small pieces of material that older toddlers have been exploring in their water play activity. This poses a significant risk to young children and demonstrates a weakness in the risk assessments staff complete. Some staff are not aware of the procedure to follow if, for example, an allegation is made against a member of staff or they have a concern about a child in their care. Despite this, staff are able to explain some signs and symptoms that would identify a child may be at risk of abuse. Staff-to-child ratios are met and there is a sufficient number of qualified staff working at the nursery. However, there are staff working with young babies who do not have sufficient knowledge and understanding of meeting their individual needs. This results in some staff sitting with babies for long periods without interacting or extending their learning. Staff carry out observations on each other to identify strengths and areas for improvement in practice. However, supervision meetings to enhance staff's professional development do not focus enough on staff practice or training needs. The staff share information with parents using an online system. They share photographs and provide parents with updates of what their children do each day. This helps parents to extend children's learning at home. The provider has a written procedure for dealing with concerns and complaints from parents and/or carers. She maintains a written record of complaints received and responds appropriately. The provider develops suitable partnerships with other providers and professionals. This particularly supports children and families with special educational needs and/or disabilities.

### Quality of teaching, learning and assessment is inadequate

Young children do not enjoy a sufficient balance of adult-led learning and child-initiated play. Staff do not offer young children activities and experiences that motivate them, encourage their independence or extend their learning. The key-person system is weak. Staff fail to plan activities based on young children's individual development. This means young children make limited progress. For example, although there is a wide range of toys out in the baby room, older babies wander around when staff are busy feeding or rocking young children to sleep. Older toddlers move around their room and some staff interact with them, but the activities they engage in do not stimulate them or extend their learning effectively. Older children explore a range of interesting opportunities that support their communication and language skills. They take part in phonic sessions (letters and the sounds they represent) with staff, use their imaginations in the 'hairdressing salon' and play games, for example identifying a range of letters hidden among different materials. In the room for two-year-olds, children enjoy physical play. Outside, they initiate their own 'car wash' and work together to make sure the nursery play vehicles are clean. This promotes children's imagination and supports their communication and language development.

### Personal development, behaviour and welfare are inadequate

Staff do not manage children's behaviour consistently. They do not implement the behaviour management policy to ensure that children learn right from wrong. Not all

staff have had behaviour management training. Subsequently, managers are needed to step in and deal with children's inappropriate behaviour. The provider does not do enough to prevent the spread of cross infection. For example, the cleaning of nursery equipment, toys and resources, particularly in the baby room, is not regular enough to ensure that young children can explore items that are safe. Staff do not promote effective opportunities for children to develop an awareness of how suitable hygiene practice supports their good health. For example, during a chaotic lunchtime, staff do not notice children playing with their cutlery and cups, including those utensils that fall to the floor. This means children use utensils that are not clean. Children are not reminded about covering their mouths when coughing, to reduce the spread of infection. Additionally, staff do not support children to understand the importance of washing their hands after coughing or blowing their noses. The management team has recently implemented new systems to ensure that staff are aware of children with specific allergies and special dietary requirements. This includes informative place mats and photographic posters for staff to quickly identify children's specific individual needs. The nursery cook provides a nutritious and well-balanced diet of fresh food, prepared on site. This means children are provided with a suitable range of snacks and meals. Staff manage accidents appropriately. They provide children with suitable first-aid treatment, record the details and share this information with parents through the online system.

### **Outcomes for children are inadequate**

Young children do not make sufficient progress in gaining the important skills needed for their next stage of learning. However, despite the poor quality of teaching, most older children are working comfortably within the range of development typical for their age and they develop some of the key skills they need for their eventual move on to school. Staff support children to form friendships with other children. Older children enjoy spontaneous stories. They listen attentively to staff and enjoy looking at books together with their friends.

## Setting details

<b>Unique reference number</b>	EY544663
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10107600
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	111
<b>Number of children on roll</b>	149
<b>Name of registered person</b>	Enchanted Day Nursery Limited
<b>Registered person unique reference number</b>	RP544662
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07983066575

Enchanted Day Nursery registered in September 2017. The nursery employs 40 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, from 7am until 7pm, all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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