

Inspection of Enchanted Day Nursery

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

Inspection date: 18 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are not always provided with a curriculum that challenges and extends their learning and development. The quality of teaching children receive is variable across the staff team, including the delivery of some adult-led planned activities. Furthermore, on occasions, rigid routines interrupt children's involvement in the activities they are enjoying. For example, children who are busy creating maps to support their pirate game are told to stop what they are doing because it is time to go inside. This restricts opportunities for the children to continue to develop their play and ideas.

Nevertheless, children are happy to join in the activities provided and demonstrate that they enjoy their time at the nursery. Older children are learning to concentrate and persevere as they carefully thread beads. This supports children's hand-to-eye coordination and physical skills. Children use tools, such as rolling pins and cutters to make shapes in dough. Babies demonstrate curiosity as they explore shaving foam and paint. Older children use appropriate language to express their ideas during imaginative play. They describe what luggage they need to take on their holiday. Children welcome praise and encouragement and are learning to manage their behaviour.

Children are supervised appropriately and cared for in a safe and secure environment. Staff are aware of what presents a potential hazard and take appropriate steps to minimise any risks. Older children wear high-visibility jackets during outings and are taught how to cross the road safely. Children have access to appropriate resources and staff have recently made improvements to the nursery environment. Managers are working hard to foster a culture of mutual support and teamwork in order to provide appropriate care and education for the children. However, supervision arrangements are not always used effectively to improve staff knowledge of the areas of learning and to enhance the quality of their teaching.

What does the early years setting do well and what does it need to do better?

- Overall, the quality of teaching does not always stimulate and challenge children's learning across the curriculum. Staff sometimes miss opportunities to challenge children's thinking and ask probing questions as they play. Furthermore, planned adult-led activities are not always delivered appropriately to inspire and support children to make the best progress.
- Supervision procedures to support and monitor staff practice have recently been revised. However, they are not yet fully effective in order to have a greater impact on the quality of teaching.
- Staff use assessments to monitor children's achievements and progress. They

have recently revised how this information is used to plan activities and are continuing to implement this in practice. However, occasionally, the planning of activities is not focused on children's individual learning needs.

- Staff follow daily routines across the nursery. For example, older children use the dining room to eat their snack and lunch at designated times of the day. However, on occasions, rigid routines disturb children's enjoyment and involvement in their play.
- Since the last inspection, managers and staff have made improvements across the nursery. For example, risk assessment procedures have been reviewed and revised to ensure children can access toys and resources safely.
- Staff have recently attended training to help them to manage children's behaviour in an appropriate way. They are continuing to support children to share, take their turn and to play cooperatively with their peers.
- Children enjoy a wide variety of nutritious snacks and meals. Mealtimes are social occasions. Babies are encouraged to hold finger food and feed themselves. Older children are learning to serve themselves independently and to pour their own drink. Information about any special dietary requirements, preferences and food allergies is obtained and adhered to.
- Children demonstrate that they feel safe and secure and are developing positive relationships with the staff. They approach staff for help and support when needed. Babies receive cuddles and reassurance if they are upset. This supports children's emotional development effectively.
- Children enjoy being physically active in the fresh air. They manoeuvre wheeled toys, throw and kick balls, and refine their balancing skills as they move across the stepping stones.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their child protection roles and responsibilities. They can recognise the indicators of abuse and neglect, and know how to report child protection concerns. This supports children to stay safe and promotes their well-being. Since the last inspection, managers and staff have attended training to develop their child protection knowledge. The manager follows appropriate recruitment and induction procedures, and ensures suitability checks are carried out on all adults and staff connected to the nursery.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve the quality of teaching to ensure all children receive consistently meaningful and challenging learning experiences to prepare them for the next stage of their education	31/10/2019
implement revised performance management arrangements to ensure all staff deliver high-quality teaching practice	31/10/2019
improve the planning and delivery of activities to ensure all children are consistently engaged in challenging, purposeful play.	31/10/2019

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

- review the organisation of daily routines to enhance opportunities for children to continue to make choices and lead their own learning.

Setting details

Unique reference number	EY544663
Local authority	Hertfordshire
Inspection number	10112076
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	111
Number of children on roll	96
Name of registered person	Enchanted Day Nursery Limited
Registered person unique reference number	RP544662
Telephone number	07983066575
Date of previous inspection	23 May 2019

Information about this early years setting

Enchanted Day Nursery registered in 2017. The nursery employs 42 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ann Austen

Inspection activities

- The inspector looked around all areas of the nursery to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector considered the views of parents in discussion during the inspection and by viewing documents completed by them.

We carried out this inspection 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.

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