

# Inspection of Enfield Pre-School & Day Nursery

c/o David Lloyd Leisure, 180 Carterhatch Lane, Enfield, Middlesex EN1 4LF

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Inspection date: 6 November 2019

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Outstanding |
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are confident and motivated to learn. Staff help children to learn about letters and sounds through exciting games and activities. Older children can recognise their names. Staff use children's favourite stories to link well to other areas of learning to reinforce their understanding and enjoyment of stories. Staff help children to gain effective technological skills. For example, they use microphones to record and play back songs they sing and torches to create shadows. Staff teach children well about the natural world. For instance, they play in a well-resourced mud kitchen outdoors and learn the names of different vegetables, like 'aubergines'. Children examine vegetables, and staff teach them how seeds are planted and grow. Staff use thinking books where children add photographs or drawings to show, for instance, recent holidays. This stimulates discussion about the world around them.

Staff support babies to learn well, such as by providing a wide range of natural textures and materials for them to explore. This supports their creative development. Staff teach babies new words to describe the textures, such as 'smooth' and 'soft', so they learn new vocabulary. Children learn to respect themselves and each other by, for instance, learning about different cultural or religious festivals. They share and take turns readily, including during group discussions.

Children develop a good range of coordination skills, and staff ensure that all children have ready access to outdoor activities at all times.

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

- Staff teach children effective communication and language skills. For example, they make the most of daily routines to talk to babies and sing nursery rhymes to encourage them to learn new words. Staff question children effectively and give them time to think and respond.
- Staff help children to gain understanding of early mathematics. For instance, children know different shape names, they count securely and can compare size and weight.
- Staff have close and caring relationships with children. They value them as individuals and use their knowledge of children's personalities to provide familiar and enjoyable activities, which help children to feel secure. Staff help children to learn about and manage their emotions well. They teach them the names of different feelings and how to recognise these in themselves and others.
- Children learn how to do things for themselves. For example, they serve themselves at mealtimes, and older children put on their own coats. Staff help children to learn how to behave with care and caution. For example, children

pay great attention when using tools and materials.

- Staff provide good support to children with special educational needs and/or disabilities. They monitor their progress closely, set them individual goals and review these at regular intervals. Staff work closely with any health professionals involved in children's care and learning, and communicate well with parents to exchange information to promote the best learning for children.
- Staff work very successfully with parents. They give them lots of inspiring ideas to support children's learning at home, such as activities linked to early scientific experiments and mathematics.
- The manager places high importance on staff well-being. For example, staff and parents take time to write supportive comments on staff practice. The manager meets with staff on an individual and regular basis to discuss and manage workloads and identify training needs. For example, staff attended a course on supporting toddlers, which led to increasing opportunities for more physical development in the curriculum.
- Staff help children to gain good knowledge of how to be healthy, including eating nutritious meals and snacks, and by taking part in 'Active Athletes', an interesting, planned physical development programme where children learn a range of good physical skills.
- While staff have good general knowledge of safeguarding issues and know procedures to follow should they have concerns about a child's welfare, the system for identifying children vulnerable to local safeguarding issues is not fully embedded. This does not compromise children's safety.
- Staff take great care to provide children with a broad range of interesting activities, however, more opportunities for older children to create their own play and lead their own learning are not fully developed.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know the general signs and symptoms to be aware of if they have concerns regarding a child's welfare. They know procedures to follow to report any concerns. The manager ensures that staff are suitable for their roles by carrying out thorough background checks on all staff. She checks their ongoing suitability as part of effective safeguarding practice. Staff ensure that children have good awareness of how to be safe online and put into place effective procedures to ensure that children are safe on the internet.

## What does the setting need to do to improve?

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

- further strengthen arrangements for children who may be subject to local safeguarding issues

- provide more ways for older children to create their own play and lead their learning.

## Setting details

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|--|---|
| <b>Unique reference number</b>                   | EY319408  |
| <b>Local authority</b>                           | Enfield   |
| <b>Inspection number</b>                         | 10128439  |
| <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 to 4  |
| <b>Total number of places</b>                    | 38  |
| <b>Number of children on roll</b>                | 53  |
| <b>Name of registered person</b>                 | Asquith Nurseries Limited   |
| <b>Registered person unique reference number</b> | RP900811  |
| <b>Telephone number</b>                          | 0208 367 0519   |
| <b>Date of previous inspection</b>               | 15 April 2013   |

## Information about this early years setting

Enfield Pre-School & Day Nursery registered in 2006. It is located in Enfield in the London Borough of Enfield. The nursery is open on each weekday from 7.30am to 6.30pm for 51 weeks of the year, and is closed on bank holidays. There are 15 staff, including the manager, 14 of whom have appropriate early years qualifications. This includes the manager, who holds a master's degree in early years education, one staff member who has qualified teacher status, four who have a level 4 qualification in leadership and management in early years, three who have a level 3 qualification in childcare and one who holds a level 2 qualification in childcare. The nursery receives funding for free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Jenny Beckles

## Inspection activities

- The inspector carried out a joint observation of a group activity and a learning walk with the manager.
- The inspector observed the interaction between the staff and children and spoke with children when appropriate.
- The inspector tracked the progress of several children.
- Appropriate and relevant documentation was reviewed by the inspector and a discussion was held with the manager.
- The inspector considered the views of parents and staff during the inspection.

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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