

Inspection of Enchanted Day Nursery

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

Inspection date: 6 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settle well. Staff greet families in a friendly manner, taking time to listen and share information. Parents, staff and children have adapted well to the COVID-19 (coronavirus) safety practices. Children develop good attachments to their key person; they enjoy playing and learning with them. Children have good opportunities to experience a range of activities that interest them.

Staff place a strong emphasis on supporting children to gain a wide vocabulary. They provide opportunities for children to use their speaking and listening skills. Babies and toddlers learn to use sign language as they speak. They use the signs for cow and sheep as they play with the toy animals. Children have a positive disposition to learning. They are inquisitive and imaginative. Children are preparing for their move to school. They learn about how to make friends and follow simple rules during circle times.

Staff help children to remember what they have learned. They suggest that children think about their 'month of the year' song to help them discover the month that follows April. Children thoroughly enjoy imaginative games, such as their safari hunt. Children demonstrate their good knowledge of animals. They imagine that they can see lions, turtles and spiders as they creep carefully around the room, whispering and looking through their binoculars.

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

- Managers understand what early years children need to learn and are ambitious for all children. They clearly express the importance of helping children to become effective communicators with good social skills and an increasing level of independence.
- Staff are interested and invested in developing their teaching skills to support children's learning. They use feedback from senior staff to improve the content and organisation of activities. For example, they deliver well-planned circle times for all age groups. This helps children to build their confidence and skills. Staff talk and listen attentively to children in a calm and unhurried way.
- Staff have a secure knowledge of how to support children's learning. They explain how they use children's interests to teach all areas of the curriculum. For example, children who need to increase their understanding of mathematics do this with resources of their choosing, such as home role play or toy animals and vehicles.
- Children have good support to build on their personal, social and emotional development alongside their speaking and listening skills. The oldest children demonstrate high levels of self-control, such as waiting patiently to speak in a group. Children learn to share and take turns from an early age.

- Managers and staff understand how to use additional funding and one-to-one support to ensure that children make the best possible progress. Children benefit from the sensory room where they can move freely, explore light, sounds and textures. Staff support children with individual learning programmes tailored to meet their needs. This includes an individualised approach to supporting children's independence with toilet training.
- Parents say that they feel supported by staff and are well informed about their children's learning and progress. Parents appreciated the regular communication that staff maintained throughout periods of closure and bubble isolations. Parents state that their children are happy and making good progress. They easily identify the skills and knowledge their children have gained in the setting.
- Some staff are at an early stage of understanding curriculum intentions and focus on what children might learn from self-chosen activities, rather than what staff are going to teach. This means that, occasionally, the teaching does not build on what children know and can do.
- Staff sometimes prioritise routine care practices when children are engaged in learning, and this prevents children from sustaining their concentration.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of safeguarding practice. Designated safeguarding leads are clear about their roles. Staff know what to do if there are possible concerns about children's well-being or if an allegation was made against a member of staff. Staff are confident in explaining the steps they would take to ensure children are safeguarded. Staff benefit from regular training from the local authority to help keep them up to date with safeguarding practice. Senior staff use scenario based questions to test staff knowledge of safeguarding and identify where further training may be necessary.

What does the setting need to do to improve?

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

- help staff to build on their understanding of the curriculum, so that they are aware of the specific learning intentions for children and their teaching is closely linked to these
- consider how the organisation of routine care practices, such as nappy changes, can be included in the day without disrupting learning to better support children to sustain their concentration during activities.

Setting details

Unique reference number	EY544663
Local authority	Hertfordshire
Inspection number	10125236
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 at time of inspection	0 to 4
Total number of places	111
Number of children on roll	109
Name of registered person	Enchanted Day Nursery Limited
Registered person unique reference number	RP544662
Telephone number	07983066575
Date of previous inspection	18 September 2019

Information about this early years setting

Enchanted Day Nursery in Letchworth registered in 2017. The nursery employs 23 members of childcare staff. Of these, 18 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 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alison Reeves

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to understand how the curriculum is organised.
- The inspector carried out two joint observations with the manager. Together, they assessed the quality of education and the impact of teaching on children's learning.
- Children spoke to the inspector about their learning and play. Staff spoke to the inspector about their teaching, their role as key person and safeguarding practice.
- Parents spoke to the inspector about children's learning at the setting and the communication and support they receive from staff.
- The inspector checked documents relating to staff's suitability and qualifications, including paediatric first aid and safeguarding.

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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