

Inspection of Enchanting Childcare

Kingsway Community Centre, Thatcham Avenue Kingsway, Quedgeley, Gloucester,
Gloucestershire GL2 2GS

Inspection date: 4 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to begin their play. They are welcomed into the nursery by enthusiastic and attentive staff. Children display a strong sense of belonging. They are familiar with daily routines and keen to explore the interesting activities on offer. Children who have difficulty during the transition between home and nursery settle promptly. They benefit from one-to-one engagement and interactions with kind and caring staff that make them smile and laugh. This demonstrates the secure emotional attachments that children form with staff. Staff prepare a stimulating indoor and outdoor learning environment inspired by children's interests. They support children to make choices about their play and offer guidance when required. Children enjoy playing outside. Older children climb up and over apparatus, run freely in the space around them and carefully negotiate space as they ride on bicycles. Babies use their senses to investigate resources which make noise and light up. Staff sing and talk to babies about what they are doing. For example, they introduce words such as 'splish' and 'splash'. Babies attempt to repeat and say these words back to them. This helps the youngest children to develop their communication and language skills.

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

- Settling-in procedures are good. Staff use information gathered from parents about children's routines and interests to settle children into nursery life. However, they do not always seek enough information about what children already know and can do. This information helps to inform initial assessment and planning for children's learning from the outset and promotes the best possible progress.
- Children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make good progress in relation to their starting points. Staff are attentive to children's individual needs and ensure every child receives effective, tailored learning support. They work with parents and external professionals to make referrals and review children's development. This helps to prepare children for the next stage in their learning and the move to school.
- Staff promote older children's independence and self-confidence. For example, they select two 'special helpers' every day who are responsible for helping staff with small daily tasks. Children receive a round of applause from their friends for this achievement and proudly wear a 'special helper' badge. They help staff prepare snacks for their friends and deliver them to children in different rooms.
- The nursery has recently introduced a reading scheme. They share books with parents to encourage children's love of reading at home. Parents speak very highly of the nursery. They praise how the manager and staff work to develop strong relationships with them and how they go 'above and beyond' to meet

children's needs.

- Children's communication and language skills are supported well. Staff facilitate group discussions and invite all children to share their thoughts and ideas. Children confidently discuss minor injuries and share their experiences of visiting the hospital. Staff introduce new vocabulary during these conversations. For example, they use the term 'paramedic'.
- The manager values her staff and prioritises their well-being. She has recently introduced an 'employee of the month' scheme where staff are rewarded for their dedication to the role. Staff report that they are happy and feel supported by the manager, both professionally and personally.
- Children benefit from real-life experiences and learn to care for living things, such as chicks. Children help staff to feed the chicks and change the sawdust in their home. Staff teach children the importance of good hygiene and remind them to wash their hands after helping.
- Staff promote children's good behaviour. They support them to create their own rules which are displayed so they can refer to them during their play. However, at times, staff do not provide clear enough messages to help all children understand their expectations of them. For example, staff do not consistently support children to follow rules and boundaries during group times. As a result, some children disengage and wander off to do other things. This means they do not always benefit from the learning opportunities led by staff.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete careful risk assessments to check that all areas of the nursery are safe for children's use. Accidents and injuries are recorded accurately and children's parents are promptly informed. Staff undertake regular safeguarding training. They demonstrate an awareness of the signs and symptoms of abuse and are clear on the procedures to follow to report a concern. Staff attend wider safeguarding training and are aware of issues such as radicalisation, extremism and exploitation. Robust recruitment procedures ensure staff are suitable to work with children. In addition, effective systems are in place to monitor staff's ongoing suitability.

What does the setting need to do to improve?

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

- seek further information from parents about what children already know and can do, to inform initial assessment and planning for children's learning from the outset
- provide children with clear and consistent messages to reinforce rules and boundaries during group times and help them to understand staff's expectations.

Setting details

Unique reference number	2525198
Local authority	Gloucestershire
Inspection number	10215053
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 10
Total number of places	70
Number of children on roll	120
Name of registered person	Enchanting Childcare Ltd
Registered person unique reference number	2525197
Telephone number	07935954049
Date of previous inspection	Not applicable

Information about this early years setting

Enchanting Childcare registered in 2019. It operates in Quedgeley, Gloucester. The nursery is open from 7.30am to 5.30pm, Monday to Friday, all year round, except for one week at the end of the summer holidays and two weeks at Christmas. The nursery employs thirteen staff. Of these, eleven hold appropriate early years qualifications between level 2 and level 5. The nursery is registered to accept funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- This is the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in her evaluation of the nursery.
- The manager and inspector discussed activities and intentions for children's learning during a learning walk.
- The inspector observed the quality of education during activities indoors and outdoors to assess the impact on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at a selection of documentation and checked the suitability of staff working with children.

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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