

Inspection of Comfort Angelz Daycare

1-5 Albany Road, ENFIELD, Middlesex EN3 5UB

Inspection date: 14 August 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by friendly staff, who meet them at the door. Staff settle them quickly with cuddles and activities they enjoy in the well-planned environment. Children develop secure attachments with the caring staff and feel comfortable and confident to contribute to group discussions. Staff are positive role models. They sensitively reinforce behaviour expectations. Children behave very well, and staff praise children's achievements and efforts. This helps to develop children's confidence and resilience.

Staff plan an ambitious curriculum that is carefully sequenced and tailored to meet the ages and stages of all the children, including children with special educational needs and/or disabilities (SEND). Staff offer a wide range of learning opportunities to meet the needs and interests of the children. They allow children to take the lead in their learning and introduce concepts to the children while they play. For example, after reading the book 'The Colour Monster', staff engage children in various activities that help them recall and name of colours of the hoops and balls they are playing with outdoors. Staff introduce mathematical vocabulary such as 'more', 'less', 'far' and 'near', as children practice throwing balls into tyres. Children are motivated and concentrate for long periods.

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

- Staff plan a curriculum that includes meaningful experiences across all seven areas of learning. They build on what children already know and can do. Staff know the children well and can discuss their progress and next steps. Support for children with SEND is strong. Staff have implemented a range of strategies to support these children's learning, such as language games to help children to communicate. All children make progress in their learning and development.
- Staff teach children well about the world they live in. Children relish taking part in activities for a charity set up by the provider to help families abroad who are less fortunate than they are. They develop a good awareness of who they are and where they come from. Children are well prepared for life in modern Britain.
- Children show positive attitudes towards their learning and behave well. Staff use the story 'The Colour Monster' to help children learn more about their feelings. They demonstrate empathy, telling staff they are 'feeling blue' like the colour monster because they are sad.
- Overall, staff teach children about the importance of leading a healthy lifestyle. Children enjoy playing outside each day to develop their physical skills. For instance, children ride bikes and carefully weave in and out of tyres and chalk lines drawn on the ground. They have weekly opportunities to cook and learn about the textures and tastes of different foods, and they enjoy stirring, mixing, and cutting up the food independently. However, staff do not use mealtimes to

further discuss the importance and benefits of healthy eating.

- Children are good communicators. Staff use a wide range of vocabulary and children quickly learn new words. For example, during a planting activity, staff listen to children's personal experiences and ask questions about the minibeasts they find while digging in soil. They have meaningful discussions while watering the flowers. Staff ask questions and repeat what children say with the correct pronunciation. However, on occasion, staff do not give children sufficient time to think and answer the questions they ask. This does not support them to develop their thinking and communication skills even further.
- Partnership with parents is good. Parents have a positive relationship with the staff and their child's key person. They say their children are well supported and comment on the progress that they make. Parents describe the nursery as providing a 'family feel' for children and their families. Staff keep parents well informed about their child's time at the nursery. This supports continuity between the nursery and home.
- Leaders give staff well-being a high priority. They ensure that staff's workloads are manageable. Staff morale is high and many staff state that working at the setting is like 'one big family'. The provider's capacity to continually improve and drive forward change is good. Staff receive a thorough induction and have regular supervision sessions with leaders. They attend training and keep up to date with changes in early years practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their safeguarding responsibilities and how to keep children safe. They are aware of signs that might indicate a child is at risk of harm, including children who may be at risk of radicalisation or extremist views. The manager and staff understand the steps to follow should an allegation be made against another colleague. They all complete safeguarding and child protection training and are familiar with the nursery's policies and procedures. The manager completes daily risk assessments of the environment to ensure that the nursery is safe for children to play and explore.

What does the setting need to do to improve?

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

- consider ways to develop children's understanding of how healthy eating habits contribute to their overall health
- allow children more thinking time when questions are asked of them so they can fully process their ideas to give a response.

Setting details

Unique reference number	EY477928
Local authority	Enfield
Inspection number	10301231
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	50
Number of children on roll	53
Name of registered person	Comfort Angelz Ltd
Registered person unique reference number	RP533707
Telephone number	02088041977
Date of previous inspection	26 January 2018

Information about this early years setting

Comfort Angelz Daycare registered in 2014. It is situated in Enfield, in the London Borough of Enfield. It is open from 7.30am to 6.30pm, five days a week, for 51 weeks of the year. There are currently 17 staff, 11 of whom hold suitable qualifications at level 2 or above. The provider holds a level 6 childcare qualification. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the nursery.
- The inspector spoke to parents and read some parents' letters during the inspection to gather their views about the quality of care provided at the nursery.
- The manager and the inspector had a learning walk together and discussed the curriculum.
- The manager and the inspector carried out joint observations to assess the quality of education.
- The inspector talked to children and staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documents including paediatric first-aid certificates, staff's qualifications, insurance and suitability checks.
- The inspector had a long discussion with the provider, the manager and the area manager.

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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