

Inspection of Enchanting Childcare

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

Inspection date: 4 September 2023

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	Good

What is it like to attend this early years setting?

The provision requires improvement

Staff welcome children warmly into the setting. They talk with parents and reassure those children who are new to the setting. Children can choose to join in with activities straight away or have breakfast of toast or cereal at the start of the day. Senior managers have a clear idea about the focus for the curriculum they have in place for children. They support key persons to plan for children's learning in ways that build on what children know and can do. Staff join in with children as they play and learn. However, the implementation of the curriculum varies across the nursery and within the different age groups. Staff generally work well with the children when they are one to one or in small groups. Staff do not notice other children who wander about not playing or learning. This means that staff are not able to promote all children's learning effectively. Some children are missing out on chances to build on what they know and can do.

Staff offer reminders to children about the rules of the nursery. However, these are inconsistent and sometimes contradictory, so children are unsure about what to do. Staff working with the toddlers shake bells to let children know it is time for lunch. Children go to sit at the table but are then told they need to wash their hands first. Similarly, in pre-school, staff ask children to help put the toys away, but others tell children it is time for snack. As such, some children ignore staff and continue playing.

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

- Staff show an interest in what children are doing and talk with them as they play. They set up different activities to stimulate children's curiosity and interests. Pre-school children paint with brushes, pompoms and their hands on a sheet hung on the wall. They talk about making a rainbow and compare the size of their handprints. However, at times, children do not benefit from high-quality interactions with staff. Staff do not notice when children lose interest and wander away.
- Younger children have fun as they choose what they want to play with. Toddlers play with the baby dolls. They cuddle them and attempt to dress them with help from staff. Babies explore tray puzzles, lifting out the pieces and exclaiming in delight when they pick them up. However, when the activity finishes or children move away, staff do not give clear explanations about what is happening next, to further develop children's understanding and learning.
- Children with special educational needs and/or disabilities and those who are learning to speak English as an additional language are well supported by their key persons. Staff ask parents about words in home languages to use alongside English to help children's communication. The special educational needs coordinator and key persons quickly identify any extra support children may

need. They talk with parents and other professionals to put support in place to ensure that children make good progress.

- Children learn about healthy lifestyles and practices. Staff talk with children about staying safe when the weather is hot. They offer reminders for children to drink water to stop them being thirsty and help them put on sun cream before going outdoors. However, children receive mixed messages when there are changes to the routine. For example, when toddlers are going for a nap after lunch, staff have not made sure they have enough sleep mats for those children needing a nap. Children become confused about whether they can play or need to rest.
- Children develop their physical skills as they run, jump, and ride on tricycles in the outdoor area. They experiment with filling and emptying containers as they make sandcastles in the newly enclosed sand pit. Indoors, toddlers use hands and fingers to build with blocks or climb over soft play cushions. Babies explore colours and sounds as they experiment with paint and bang pretend tin pans on the table and floor. Staff praise children's efforts, which encourages children to keep trying.
- Partnerships with parents are good. Parents comment on the strong bonds their children have with key persons and other staff. They say that they receive lots of information about what their children do at nursery. They feel their children have made good progress in their learning and development.
- The manager monitors staff performance, supports their well-being and encourages their professional development. She regularly observes staff's practice in the room and has frequent discussions to identify their individual training needs.

Safeguarding

The arrangements for safeguarding are effective.

The manager has recently updated the safeguarding policy to ensure it reflects the current procedures for reporting concerns in line with the local safeguarding children partnership protocols. She and staff complete safeguarding training regularly. Those staff tasked with lead roles for safeguarding share their knowledge and expertise with others to ensure that any concerns about the welfare of children or allegations about staff are handled correctly. Staff know the possible signs of abuse and the procedures to follow should they be worried that a child may be at risk of harm. The manager regularly reviews risk assessments to keep children and staff safe. She has good systems in place for recruiting staff and ensuring their ongoing suitability to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the delivery of the curriculum to ensure that staff motivate and engage children in meaningful learning to help children build their skills and knowledge	29/09/2023
improve the quality of communications and interactions between staff and children to make sure staff are consistently supporting children's development and helping children to understand what is happening next.	29/09/2023

Setting details

Unique reference number	2525198
Local authority	Gloucestershire
Inspection number	10309067
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	103
Name of registered person	Enchanting Childcare Ltd
Registered person unique reference number	2525197
Telephone number	07935954049
Date of previous inspection	4 May 2022

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 18 staff. Of these, one holds early years professional status and 12 hold appropriate childcare 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

Anita McKelvey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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