

Inspection of Enchanted Wood Preschool

V C D Athletic Club, Old Road, Dartford DA1 4DN

Inspection date:

21 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Staff plan an expansive variety of outdoor activities for children. They create an outdoor environment that considers in detail the needs of every child. Children display high levels of happiness as they tackle increasingly challenging physical tasks. Babies learn to navigate slippery mud. They climb, swing and explore their surroundings. Older children experiment with nature as they engage in imaginative play with friends. Children enjoy challenging themselves. They persevere at the highest levels.

Staff support children with special educational needs and/or disabilities (SEND) in an inspirational way. All staff know exactly what each child needs, to succeed in a safe environment. Staff support all children, from the smallest step to the biggest developmental leap, to reach their full potential. Children thrive as staff work seamlessly together to create a highly ambitious curriculum that meets the needs of all children.

Staff foster strong attachments with all children. As a result, children behave exceptionally well. This helps them to feel safe. Staff plan meticulously to fill every moment with learning opportunities. Every second is utilised as staff support children to develop high levels of independence. All children are highly self-confident as they explore the wide range of activities at the pre-school.

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

- Managers lead the pre-school with a clear and highly ambitious vision. They aim to create a strong foundation for all children to be successful and highly motivated learners. Staff want children to learn through a wide range of play experiences. All staff implement this vision. They create an environment where children practise skills and develop new knowledge. Children are extremely well prepared for the next stage of their learning.
- Managers expect staff to support children's learning and to know every child's next steps. All staff know what children can do and plan opportunities for children to extend their knowledge and skills. Children rapidly gain the knowledge and skills they need to reach their milestones. Children feel challenged and are excited to learn.
- All staff interact with children in a purposeful way. They introduce new language through stories and nursery rhymes. Children have time to embed key vocabulary selected for them by staff. Across the pre-school, staff consider the number of times that children need to hear new words. Staff ask open-ended questions to children that encourage them to think critically. Children are developing fluency at the highest levels.
- Staff quickly identify gaps in learning. Where children need additional support,

staff work with a variety of experts. Staff not only attend training to support children themselves, but also take advice from external professionals. Children benefit from the sharing of expert help to help them to reach and exceed their milestones. Children with SEND are extremely well supported.

- Children are exceptionally well cared for. Staff value children and teach them to respect their bodies. For example, younger babies are given choices about their self-care. Children want to do things for themselves. Babies express their dislikes and needs. Children feel safe and extremely happy.
- Parents are exceptionally happy with the care that their children receive. Managers constantly work with parents to evaluate how they communicate with them. The strength of communication continues to improve over time. Staff adapt to the specific communication needs of individual parents. The information that parents receive supports them to help extend their children's learning at home.
- Managers ensure that all children can access funding, where appropriate, to support learning. They plan how to spend funding to promote the learning needs of individual children. Children have access to resources and activities that help them to develop their own interests and tackle gaps in knowledge. All children, including disadvantaged children, are extremely well supported.
- Managers plan a comprehensive programme of continuous professional development for all staff. This includes whole-staff training and bespoke support to target the individual needs of all children. The teaching skills of all staff continue to have a positive impact on all children over time.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY500117
Local authority	Bexley
Inspection number	10316940
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	67
Name of registered person	Sanford, Abigail Esther
Registered person unique reference number	RP901163
Telephone number	07956 122864
Date of previous inspection	16 May 2018

Information about this early years setting

Enchanted Wood Preschool registered in 2016. It is situated in Crayford, in the London Borough of Bexley. The pre-school opens Monday to Friday from 8am to 6pm, for 51 weeks of the year. There are currently 14 members of staff. Ten members of staff hold appropriate early years qualifications at level 3 or above. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Kate Daurge

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector about what they enjoy doing while at the pre-school.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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