

# Inspection of Enya's Childcare Ltd

Enya's Childcare, 34 Hall Street, Crowland, Peterborough PE6 0EW

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Inspection date: 25 March 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Staff respond to children's individual needs with skill and knowledge. For example, in consultation with parents they develop detailed individual plans for children who have special educational needs and/or disabilities (SEND), to help to provide an appropriate curriculum for all children. Since the COVID-19 pandemic staff have increased children's access to the outdoor environment and physical activity. This has had a very positive impact on children's ability to regulate their emotions, settle and concentrate for longer periods of time.

Staff have a 'book of the month' in each room. Along with songs and rhymes, staff use books to reinforce children's previously learned language and introduce children to a wide variety of new language. Staff use books skilfully and read with animated voices. Toddlers quickly become engrossed and mesmerised by a favourite story about a bear hunt and remember what happens next in the story.

Staff seize opportunities to develop children's imagination. For example, when pre-school children say they have seen a dragon, staff instigate a dragon hunt. Children become immersed and excitedly lead staff to the forest. Staff ask thought-provoking questions about the signs children might see that indicate a fire-breathing dragon is in the forest. They expand on this interest and show children how to make fire. They carefully use language that is clearly associated with fire lighting, such as spark and flint. Children watch in wonder as a spark ignites cotton wool and they are eager to have a go themselves. Children easily remember the forest-school rules about fires, which staff have deeply embedded in their learning to keep them safe.

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

- The management team has developed a bespoke curriculum that flows through the entire nursery. Staff strongly focus on building upon children's existing skills and knowledge. Staff know each child's needs extremely well. For example, they thoughtfully prepare for the arrival of children who struggle to separate from their parents by providing resources that they know will immediately engage and distract the children. Staff know that this helps to provide children with emotional security in the nursery and to benefit from the curriculum on offer.
- Managers have focused the curriculum and staff training on physical development. Staff offer great opportunities for children to extend their physical skills outdoors and understand how physical activity additionally benefits children's mental health. During forest school sessions children experience managed risks, for example, as they run through the forest they avoid hawthorn branches. Staff provide challenging structures for children to freely explore and climb. As a result of the strong curriculum for physical development, children

have excellent core strength, coordination, agility and confidence.

- Staff have excellent communication skills and quickly identify when their intervention can extend children's knowledge and skills. For example, staff watch as pre-school children explore and persevere to fit magnetic pieces together. Staff thoughtfully intervene to explain and demonstrate how magnets work and use complex language, such as attract, to describe what is happening to the magnets. Children become completely focused and use their new knowledge to make the pieces fit together.
- Staff expertly facilitate learning activities to motivate children to become involved in learning experiences. For example, staff work alongside children to use force to pump water into an intricate 'waterway'. Children watch, learn and then copy staff. They pump the water and catch it. Staff seamlessly develop the activity. They help children to recall a science experiment they did previously to force water down a pipe and ask children to think of better ways to collect the water as it reaches the end of the 'waterway'.
- Managers use additional funding to extend children's learning. For example, they provide outdoor suits and wellingtons for children to access the forest school and have added enhancements to the role play area to provide physical development activity linked to children's interests. The special educational needs coordinator makes well-informed referrals for specialist advice and support for children with SEND, which staff consistently use.
- Staff routinely implement a well-structured approach to managing children's behaviour. They teach children about boundaries and emotions, and how to make choices when faced with disappointment. Children know how to follow simple rules and develop respectful and caring relationships with others.
- Children have a wealth of different experiences. For example, staff and children visit residents in a local care home, children learn about community projects, such as food banks, and add to community garden pots. These experiences help children to develop a sense of their place in the local community and to learn about the lives of others.
- The provider and manager are passionate about early years education and strive for excellence. They lead the nursery with great commitment. The management team has an exceptional focus on staff well-being. They support, mentor, and value staff. Staff appreciate this. The strong team spirit and staff enthusiasm leads to a highly motivating environment, where all children are deeply engrossed as they play.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY499363
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10312384
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	43
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Enya's Childcare Ltd
<b>Registered person unique reference number</b>	RP906001
<b>Telephone number</b>	01733 686364
<b>Date of previous inspection</b>	27 April 2018

## Information about this early years setting

Enya's Childcare Ltd registered in 2016 and is located in Crowland, Lincolnshire. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery follows the Reggio Emilia philosophy of early years education.

## Information about this inspection

### Inspector

Sharon Alleary

## Inspection activities

- This was the first routine inspection the provider 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children, indoors and outdoors and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a forest school activity with the manager.
- Parents shared their views of the setting with the inspector through verbal and written communication.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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