

# Enchanted Day Nursery And Holiday Club

The Rocklands Centre, 138 Foleshill Road, Coventry CV1 4JJ



<b>Inspection date</b>	10 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff use their observations and assessment of children's learning effectively to plan and provide activities that challenge them successfully. Children make good progress.
- Partnerships between the staff and parents are strong, ensuring that they continually share information in order to meet children's care and learning needs. Staff work successfully with other professionals to ensure that children with special educational needs receive any additional support that they need.
- Children are happy and confident. A gradual settling-in procedure helps them to feel emotionally secure when care begins. Staff ensure that they prepare children well for a change of playroom and key person as they progress through the nursery.
- Children at different stages of development make good progress in their communication and language development. Staff support younger children's non-verbal forms of communication while effectively promoting their emerging speaking skills.
- Staff provide a good variety of resources for babies' sensory exploration. Pre-school children are gaining an understanding of cause and effect, for example, when they combine materials.
- Leadership and management are effective. The providers work with staff to review the provision and identify areas for improvement. They welcome guidance provided by representatives of the local authority.
- Staff keep their safeguarding knowledge up to date. They know the signs of abuse and neglect and are fully aware of their responsibilities to protect children from harm.

## What the setting needs to do to improve further

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

- review some group activities, offering more consistent differentiation and challenge for children of varying abilities
- make the most of opportunities for supporting younger children in exploring, investigating and finding things out for themselves.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held meetings with the providers, one of whom is the manager of the provision. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector completed joint observations with the provider/manager.
- The inspector spoke to a small number of parents during the inspection. She took account of their views and the written comments provided by other parents..

**Inspector**  
Jan Burnet

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Procedures for staff recruitment, selection, vetting and induction meet requirements. Staff are aware of the internal and the local referral procedures to follow if they are concerned about a child. They know their responsibilities to prevent children from being drawn into situations that may put them at risk. The indoor and outdoor premises are safe and secure and staff are aware of their responsibilities to continually supervise children. The manager uses her knowledge and experience to monitor the effectiveness of teaching and learning. She regularly observes practice, recognises staff members' strengths and any areas for improvement and identifies training needs with staff during supervision meetings. Recent 'In the moment planning' training has helped staff to adapt their teaching practice while observing children. Parents are very happy with the provision. They say that their children are making good progress and that systems for communication are very good.

### Quality of teaching, learning and assessment is good

Staff track children's ongoing progress and in partnership with parents they plan effectively for the next stage in children's learning. Children practise their good handling skills while they play with a variety of toys and tools. Staff support pre-school children well as they build an interest in scientific concepts. The children pour oil into large test tubes. They then use their good skills to squeeze pipettes and obtain food colouring from small bottles, and deposit the food colouring into the test tubes. The pre-school children find out and talk about what happens when they shake the tubes. Staff support their thinking and speaking skills well; for example, they ask the children to predict what will happen when they mix colours. The two-year-old children have fun outside using magnifying glasses while searching for toy bugs in soil. Staff encourage them to count while they play.

### Personal development, behaviour and welfare are good

Relationships between staff and children are very good. Children behave well. Older children show consideration for their friends and readily share resources. Staff promote children's self-confidence well, for example, through praising their efforts and achievements. Children eat healthy food and they are physically active. Young children learn to steer and pedal the small tricycles, and balance while they play football. Children develop an understanding of dangers and how to keep themselves safe; for example, they learn how to climb the stairs safely.

### Outcomes for children are good

Children make good progress in readiness for the move on to school. They develop independence, including managing their own hygiene and personal needs and putting on coats, boots and shoes. They make choices and decisions for themselves, such as choosing toys from boxes labelled with words and pictures that are stored on low-level shelving. Pencil control is developing well and children talk about the marks that they make. Children learn about cultures and traditions beyond their own experience.

## Setting details

<b>Unique reference number</b>	EY538226
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10077176
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Enchanted Day Nursery And Holiday Club Ltd
<b>Registered person unique reference number</b>	RP538225
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02477672550

Enchanted Day Nursery And Holiday Club registered in 2016 and is situated in Coventry. The setting employs 13 members of childcare staff, 12 of whom hold early years qualifications ranging from level 2 to level 5. The setting receives funding for early education for two-, three- and four-year-old children.

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