

Doodles Nursery Ltd

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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Description of the setting

Doodles Nursery Ltd has been registered by the current owner since 2009 and re-registered in 2011 on becoming a limited company. It is registered by Ofsted on the Early Years Register and is situated in a residential area of Chorley in Lancashire. It operates from four playrooms over two floors. The children have access to an enclosed outdoor play area.

The nursery is open from Mondays to Fridays from 7.45am until 5.45pm, for 51 weeks of the year. A maximum of 54 children in the early years age group may attend the facility, of which, no more than 18 may be under two years at any one time. There are currently 63 children on roll, of which, 25 are in receipt of funding for early years education. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language. The children are cared for in four rooms and there is a rear enclosed garden. Older children are cared for on the first floor.

The owner and manager, who are supernumerary, are well qualified and experienced. They employ 16 members of staff who work with the children, all of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 3. A cook is also employed. There is some parking at the front of the building.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are very well met by attentive and caring staff and their distinctive qualities and individual needs are recognised and respected, which means that they are making good progress in their learning and development. This nursery is an efficiently organised setting that promotes the safety and welfare of children very well. Highly effective partnerships with parents and other services are strong, which ensures children's unique needs are well met. The comprehensive self-evaluation and monitoring systems ensure continuous improvement and the staff have a clear understanding of their strengths and areas for development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the risk assessment is further developed, in this case to clearly state when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).

16/02/2012

To further improve the early years provision the registered person should:

- provide a greater range of positive images that challenge the children's thinking and help them to embrace differences in gender, ethnicity, culture, religion and disabilities
- develop further the indoor and outdoor areas to enhance and enrich children's experiences in exploring numeracy and number recognition.

The effectiveness of leadership and management of the early years provision

Children are very happy, confident and settled at this extremely welcoming nursery. Staff take children's safety seriously and are familiar with the potential indicators of abuse or neglect. They know how to report any concerns appropriately. There is a sound safeguarding policy in place, which is clearly understood and shared with parents. Recruitment procedures are secure and all staff have undergone the necessary Criminal Record Bureau checks to ensure their suitability. Comprehensive checks for all areas of the premises and for specific outings are in place to minimise risks to children. However, fully developed risk assessments have not been documented to meet all requirements.

Excellent partnerships between parents and staff exist due to the innovative systems in place to encourage them to be involved in their children's learning and by keeping them well informed about their children's progress. These include parent's evenings, newsletters and excellent wall displays and photographs, as well as informal daily exchanges of information with the children's key workers. Parents complete questionnaires and comment very favourably about the good quality care their children receive from the staff and they appreciate that their children's individual needs are recognised and well met. Staff also have positive links with other multi-agency professionals working with the children, such as, speech and language therapists, a local children's centre and health visitors.

Staff promote equality and diversity in this welcoming and homely environment where children's individual needs are very well met. Children with special educational needs and/or disabilities receive good support and reassurance from a dedicated staff group. Young children are beginning to learn sign language, in order to broaden their methods of communicating with others. The deployment of resources is good. All of the resources are easily accessible to the children, so that they can freely make choices throughout the day, which helps them develop their independence. Staff are deployed effectively around the rooms to support children at their chosen activity.

The management, in consultation with staff and parents, has undertaken a realistic self-evaluation process and has a very good understanding of the strengths of the nursery and the areas for development. Targeted areas for improvement have been identified, in order to continually enhance the quality of care, learning and development for all children and this demonstrates the capacity for continuous improvement. The nursery is presently undergoing assessment for a quality assurance programme to support improvements. The staff are well-qualified and

committed to professional development.

The quality and standards of the early years provision and outcomes for children

The children follow good hygiene practices as they wash their hands at appropriate intervals. They enjoy a choice of nutritious and wholesome meals and snacks, which are freshly prepared on the premises. The children develop extremely good independence skills as they serve their own food and pour their own drinks, with staff support. The children are praised as they demonstrate very good manners at snack and meal times, which are sociable occasions enjoyed by the children and staff together. The children have opportunities to enjoy the fresh air and develop their physical coordination in the outdoor play area, which is presently being developed further. They have access to a range of apparatus to climb and balance on, as well as sand and water play and a small planting area where they have opportunities to grow vegetables.

The children enjoy very close relationships with the staff and warmly interact with them during play, which in turn helps them to feel safe and secure. The staff teach the children about staying safe by setting simple rules, such as using scissors carefully and not throwing toys. The children are well-behaved and have a very good understanding of what is expected of them throughout the daily routine. They are encouraged to make a positive contribution by being kind and pleasant to each other. Babies and younger children demonstrate feeling safe as they happily explore their surroundings with confidence and snuggle into familiar adults.

Each day is well structured to offer a mix of free-choice and adult-led activities, thereby, maintaining a relaxed atmosphere and providing children with a variety of learning experiences. All ages of children benefit from easy access to a wide range of exciting and stimulating resources, set out in learning areas to stimulate their interest and promote the development of skills. Children are making good progress towards the early learning goals. They are well supported by enthusiastic and experienced staff, who have a clear understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. Planning for activities is clearly based on children's individual needs and interests. The staff have an accurate knowledge of the children's stages of development in their learning and keep clear observation and assessment records. They effectively use this information to inform future plans for each individual child's next steps in their learning.

There are many opportunities for the children to make marks with paints and crayons. The children are beginning to recognise their names. They write their names on their art work, which is proudly displayed in the nursery and when writing their letters during the recent topic on the post office. Children help themselves to craft activities, such as, paper, coloured pens and glittery pipe cleaners to create their unique pictures. They develop good fine motor skills as they carefully use scissors to cut out pieces of paper. They also enjoy playing with play dough, using rolling pins and cutters to make their own creations. Children

are developing good numeracy and problem solving skills in many ways. For example, young children begin to recognise number names as they count food on the plate and put jigsaw puzzles together. However, there are limited opportunities for children to develop number recognition in the environment. They learn about shapes and colours as they identify different shapes painted on the ground outside as staff encourage them to jump from one to the other. Staff ensure that children celebrate different festivals, such as, Christmas, Chinese New Year and Valentine's Day providing craft and food from different cultures. This helps children to value others. However, children have a limited use of suitable resources reflecting diversity, so their early understanding of how people differ is not maximised. They learn how to use everyday technology as they have access to a very good range of equipment, such as a computer and programmable toys. Children learn about living things as they help to grow vegetables and they are learning to take care of other living things as they feed and clean the fish. Overall, children are independent learners and are developing very good skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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