

# Doodle Do Day Nursery

The Old Church Hall, Portland Road, Bishops Stortford, HERTFORDSHIRE, CM23 3SL

## Inspection date

Previous inspection date

01/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Practitioners understand their role and responsibility in regard to safeguarding children and clear policies and procedures are understood and implemented consistently. As a result, children's welfare is promoted well.
- Practitioners are able to meet individual children's health needs well because there are detailed health care plans in place. Children develop a good understanding of being healthy because practitioners discuss the importance of drinking water and why they need to wear sun cream and a hat outside.
- Children are supported well in managing their behaviour. Practitioners encourage them to be gentle and to use please and thank you in their interactions with each other. Children offer to help each other and are praised when they do.
- There is a strong partnership with parents with lots of opportunities for two way communication. For example, the home-time books, the parents' forum, emails as well as daily discussions about the child's day.

### It is not yet outstanding because

- Opportunities for children to be independent and manage their own needs at mealtimes, such as serving themselves, pouring drinks and wiping their own faces are not fully established.
- There are few resources provided in the toddler room to support children in practising and extending their newly acquired physical skills in their daily play.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all three playrooms and in the outside area.
- The inspector held a meeting with the manager and spoke to her, staff and children throughout the inspection.
- The inspector completed a joint observation with the manager
- The inspector looked at a range of documentation including children's assessment records, planning documentation and evidence of the suitability of practitioners working within the setting.
- The inspector took account of the views of parents spoken to on the day and through their written feedback to the setting.

## Inspector

Lindsay Hare

## Full Report

### Information about the setting

Doodle Do Day Nursery was registered in 2013. It operates from a converted church hall in Bishops Stortford. The nursery is owned and managed privately. The nursery serves the local area. The nursery is accessible to all children and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 56 children attending who are within this age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level two or above. There are six members of staff working towards a childcare qualification. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- create further opportunities for children to move towards independence, such as wiping themselves after eating, serving their own snack and pouring drinks
- provide tunnels, slopes and low-level steps in the toddler room to challenge toddlers and develop their physical skills further.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children enjoy a good range of learning experiences that reflect their individual needs and interests and therefore captures their attention and imagination. They are engaged in their play and are active learners. This is because staff are skilled at quickly getting to know the children and have a secure knowledge of how children learn through play. The assessment of children's learning is thorough and helps to ensure that each child is developing in line with expectations, based on their age and ability. Observations are used to identify children's next steps and inform the planning. Parents share what their children do and enjoy at home and are encouraged to contribute to the planning and children's on-going learning. For example, practitioners talk to parents about simple activities to do at home.

This enables them to effectively plan for children's learning needs. There is a good range of information gathered from parents prior to children's entry to the setting.

Practitioners use various methods, such as, signing and speaking boards to help all children communicate, including those with English as an additional language. Practitioners have effectively completed the progress check at two.

Practitioners encourage children to join in daily circle times and to share stories. Young children listen intently and are keen to point out the characters and where they appear in their favourite book. They listen as practitioners sing songs in various languages and join in with the familiar repetitive words. Young children's language and communication is promoted as practitioners describe what they are doing and babies repeat simple words that practitioners and their peers use. Young children are keen to explore their environment with practitioners supporting them. They play peek-a-boo and ask where the ball is as they drop it down the hole and then find it again. Babies and older children have resources within their rooms to encourage their mobility and develop skills in balance, control and co-ordination, such as, the stepping stones. However, toddlers have limited equipment available in their daily play to support and extend their newly acquired physical skills.

Flexible activity planning involving the children means that they have balanced opportunities to play independently and to participate in structured activities. They, therefore, take an active role in their learning and also learn to work with others. Children make progress in line with the expected developmental levels. Planning shows how activities are differentiated to ensure that children are challenged. Generally, the thoughtful provision of resources means that children are encouraged to explore and experiment. For example, discovering the effects of magnets and learning about the world as they discuss which countries children have visited on holiday. Children are able to act out their own life experiences, as they play 'shops' and 'doctors'. Practitioners encourage children to explore numbers in everyday situations, such as, counting heads before going outside and counting the stepping stones. A good range of writing materials enables children to practise their emerging writing skills. They draw and paint freely and older children show good physical control as they form recognisable letters to mark their artwork. Consequently, children effectively develop the skills that prepare them for the next stage in their learning.

### **The contribution of the early years provision to the well-being of children**

The nursery makes good use of the key person system to aid communication and support partnership working with families. This helps to ensure that children feel secure and form close relationships with their key person and confidently make the move from home into the nursery. Practitioners work closely with parents to meet children's needs by following children's individual routines. For example, children were fed lunch later so as not to disturb their sleep. Age-appropriate resources are accessible and children are encouraged to explore these, making choices in their play and expressing their preferences. Children are well-behaved and show an able understanding of appropriate social behaviour. Practitioners teach children to be respectful, and say 'please' and 'thank you', by example.

Children's self-esteem and confidence are promoted well as practitioners offer them support and encouragement, praising them for their efforts and achievements.

The nursery's thoughtful procedures support new children in quickly settling. For example, key persons spend time with parents and gather information about their child's needs, abilities and preferences. They use this information to inform the initial planning of activities and resources. New children feel secure because practitioners are aware of how best to comfort them. Children's move into the next group within the setting are well managed as they have several moving up sessions where their key person visits with them and shares information with the practitioners in this room. Practitioners support children moving onto school, by looking at the school's website with the children and talking about what to expect as well as arranging visits where possible.

Children show some understanding of safety. For example, they know that scissors are stored away when not being used because they can be dangerous. Sensible health and hygiene habits are emphasised through consistent routines and discussions. For example, children are becoming aware of why they need to wear sun cream and have their hats on outside. Older children are encouraged to manage their own personal needs, such as, putting on their shoes to go outside. However, opportunities for children to be independent are not always promoted. For example, children do not serve snack or pour their own drinks and practitioners do not encourage toddlers to wash their own face and hands after mealtimes. Children are provided with a well-balanced diet and are growing their own fruit and vegetables outside. The children have daily opportunities to use the outside area, where they can dig in the sand and use the horizontal climbing wall. Pre-school children practise negotiating obstacles as they pedal the tricycles in the large room.

### **The effectiveness of the leadership and management of the early years provision**

Children's welfare is promoted well because arrangements for safeguarding children are strong and well embedded. Practitioners have attended relevant training and have a good understanding of the process to follow should they have any concerns about a child in their care. There are robust recruitment and induction procedures to help ensure that all practitioners are suitable to work with children. Comprehensive risk assessments and daily safety checks help ensure that the setting is safe and any hazards are removed or minimised. This contributes to children's enjoyment of their time at the setting by enabling them to play in a safe and secure environment.

The management has a very good understanding of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. They meet regularly with practitioners to discuss, review and adapt the systems for assessment and planning to ensure that children's progress is being monitored accurately and consistently. This also enables them to make sure that the setting is offering all children a wide range of experiences that support their good progress towards the early learning goals. The management's thorough monitoring of practitioners' performance means that their work is valued and they are supported well in developing their professional practice. For example, the formal appraisal system and on-going supervision meetings are used to monitor

performance and review the training needs of each practitioner.

The nursery is establishing links with other professionals in order to support children and their families. The area SENCO visits regularly to advise practitioners how they can further support those children with special educational needs and/or disabilities. There are practical procedures in place for sharing information with others caring for the children and some visits with the local children's centre and other nurseries have been arranged. This ensures that there is a shared understanding of children's individual needs. Parents indicate that they are very pleased with the quality of the provision. They say staff are friendly, approachable and keep them well informed about their children's activities. Practitioners have daily verbal exchanges with parents as well as sharing the home-time books. Monthly newsletters and the website give parents useful information about activities and events. The provider has also set up a parents' forum as another means of seeking the views of parents.

The thorough self-evaluation covers all areas of their work and includes the views of children, parents and practitioners. This feedback enables the manager to obtain a good overview of the strengths and any areas for improvement. She uses this information to develop action plans that will improve the provision for children. For example, current plans include the further development of the outdoor area to offer increased play and learning opportunities and methods for providing free-flow access to this area.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY455811
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	901167
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Doodle Do Day Nurseries Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07968 971778

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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