

# Doodle Do Day Nursery

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

<b>Inspection date</b>	17/04/2014
Previous inspection date	01/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Observation and assessment arrangements are robust and staff plan activities which are interesting to children. As a result, children make good progress in relation to their starting points.
- Children are happy and settled in the friendly atmosphere of the nursery. They form warm and caring relationships with their key person, who gets to know them well. This means children's individual needs are met.
- Successful strategies that engage parents, support and extend children's learning at home.
- Staff management systems are excellent, which means professional development is continuous. Staff have strong knowledge of safeguarding procedures, which promotes children's well-being.

### It is not yet outstanding because

- Some staff do not consistently make optimum use of open-ended questioning during children's play.
- Opportunities to further promote children's awareness of mathematical language during activities is not fully maximised.
- There is scope to improve preparation of baby milk feeds to further promote babies good health.

## **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 the downstairs playrooms and the upstairs playrooms and the outside area.
- The inspector sampled a selection of documentation, including policies, evidence of suitability, qualifications and information provided by the provision.
- The inspector carried out a joint observation with the deputy manager.
- The inspector reviewed a selection of children's observation and assessment development files with key persons.
- The inspector spoke to parents, staff and children and took their views into consideration during the inspection.

**Inspector**  
Elke Rockey

## 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 105 children attending, who are within the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports a number of children who speak English as an additional language. The nursery employs 24 members of childcare staff. Of these, 12 hold appropriate early years qualifications, including four with appropriate childcare qualifications at level 6.

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

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

- extend children's language and thinking skills by asking more open-ended questions and integrate further mathematical concepts and language during play
- promote babies' good health by following the manufacturer's instructions more precisely when preparing baby milk feeds.

## Inspection judgements

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

Staff gather useful information from parents when children first attend the nursery, finding out about their likes, dislikes, interests and abilities. This helps staff get to know children well. They talk confidently about where children are in their learning and development. They have a good awareness of the learning and development requirements of the Early Years Foundation Stage and understand the characteristics of effective learning. Staff translate this effectively into practice, evaluating their observations of children as they play to identify the next steps in their learning. This is used to plan for children's continuing progress, such as when young babies begin moving about. Staff encourage a 'can do' attitude by encouraging babies with soothing language and positive facial expressions to overcome their frustrations.

Adults join in play sensitively, fitting in with children's existing play ideas. This is particularly evident during role play as a group of children use their imaginations to pack a picnic. Staff ask children what needs to be packed and talk about whether the food is healthy. Children decide to eat the picnic at the beach. Staff use this opportunity to

promote awareness of sun safety. Staff and children dress themselves in hats and pretend to rub on sun cream promoting children's understanding of healthy lifestyles. Staff use the play to build on social skills as children are encouraged to pass the food to their friends, so all children are included in the play. Children have opportunities to exercise choice over their activities. Children choose the coloured blocks setting their own goals as they carefully place the shapes in a variety of horizontal and vertical structures. Painting is available and staff enthusiastically join in, which encourages children to be creative. Children mix colours and talk articulately about what they are creating. However, there is scope to extend children's thinking skills by asking more open-ended questions during these opportunities. Adult-led games promote children's abilities to listen and follow instructions. These are suitably challenging for children and they are supported to meet these challenges. Positive comments promote perseverance as children maintain attention during the game. This prepares children well for future learning, such as when they move on to school. Children make simple calculations as they match pictures and figure out how many more they need to win. This promotes children's counting skills. Staff plan interesting activities that promote children's curiosity and enthusiasm for learning. There is scope to further promote opportunities of mathematical concepts. For example, children hunt enthusiastically for laminated Easter eggs in the garden. They are encouraged to continue looking until all the eggs are found and staff praise children for their successes, which fosters children's self-esteem. However, opportunities to discuss pattern and promote counting are not maximised to enhance children's understanding of mathematical language.

Toddlers enjoy being able to move about indoors and out. They delight in dancing to music. Staff encourage different movements as they too model the movements. This develops children's large muscles and coordination, as well as creativity. The nursery staff work closely with children's parents to ensure a continuity of learning at the nursery. For example, observations from home are used to progress children's learning. Parents' evening offer the opportunities for parents to discover more about their children's learning in depth and how they can further support them at home. Staff also work with parents to support children with English as an additional language. For example, important words are written down and learned how to be pronounced by staff, in order to foster communication skills and security within the nursery.

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

Children make strong attachments to their key person. For example, children readily seek them out to share in play times and young babies are comforted during settling-in sessions. Children settle in gradually as needed, which supports their emotional development when beginning at the nursery. Staff work well to build relationships with parents and carers to help their children to settle into the nursery. For example, staff provide reassurance to parents who ring up to find out how their child is doing. Staff find out information from parents about children's routines and interests, in order to help children settle and feel secure. Detailed verbal feedback is exchanged daily in addition to the daily sheets and home books that inform parents about their child's day. Children's individual needs are met through partnership working, such as when babies begin having

solid foods. This ensures children receive continuity of care between nursery and home. Children are emotionally supported when moving to the next room within the nursery. Staff exchange information between each other and visits to the next room are carefully managed to allow children to gradually become familiar with the new room.

Children are developing good physical health. The garden is used daily by all ages and offers a variety of activities for children to practice their whole body coordination. For example, children learn about where their bodies are in space as they crawl and slide through tunnels. The indoor and outdoor environment is checked daily by staff to ensure there are no hazards to children's safety. Children are learning to keep safe as they all negotiate the steps in and out of the building by holding onto the handrail. Young toddlers reach out for adult's hands when going down the steps. Children excitedly push and pedal wheeled toys down a long, shallow slope in the garden stopping safely at the end. This shows how children are able to judge risks for themselves. Independence is fostered routinely by staff. For example, low-level sinks allow toddlers to wash their hands by themselves. Older children are encouraged to carry out simple tasks, such as putting aprons on for messy play and pour their own drinks. This helps them to meet their own needs. As a result, children are independent and emotionally prepared for a move to school or new setting.

Children are well-behaved because they are engaged with activities that interest them. Staff are calm, polite and are respectful role models for children. Young children are distracted appropriately and sensitively when learning to take turns. Praise is given continuously, which promotes children's self-esteem positively. Toys are available and accessible for children in all the play areas promoting independent thinking and choice in their play. Young babies pull books out of baskets and older children choose chalks outside. A healthy, nutritious menu is offered to all children throughout the nursery. Babies' milk feeds are made up fresh and children are supervised by staff at all feeding times. All staff have received food safety training. However, there is scope to build on the preparation of baby milk feeds in line with best practice, such as following the manufacturer's instructions more precisely. Suitable equipment is used for sterilising and preparing baby food. Fresh water is available for children in all playrooms throughout the day.

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

The provider ensures that the safeguarding and welfare requirements of the Early Years Foundation Stage are met well for each child. Safeguarding arrangements are robust and include a clear written procedure that is reviewed regularly. All practitioners have attended relevant training, including the designated practitioner course for this area. Practitioners understand their role in working in partnership with other agencies and have experience in this. They demonstrate a clear understanding of the process to follow should they have any concerns about a child or about a member of staff's behaviour. In addition, safeguarding procedures are discussed during the induction process, which ensures new members of the team know how to keep children safe. Staff to child ratios are

meticulously calculated and planned. Records show that ratios are always met and regularly exceeded and staff are deployed effectively to ensure children are supervised at all times. This high staff to child ratio supports the provision of good quality care and education for children. Accidents are carefully recorded and monitored to ensure children's safety. Appropriate risk assessments and daily safety checks ensure that hazards are minimised or removed so that children's safety is promoted. Closed circuit television is in place with secure entry systems further protecting children.

Robust policies ensure that all practitioners are suitable to work with children. Strict procedures and many reminders ensure that no unvetted staff are left alone with children. During employment an excellent, thoughtful induction and programmes of professional development ensure that a culture of reflective practice is being fostered in the team. Furthermore, staff are aware of their own strengths and weaknesses and understand how, as a team, to continuously improve. Constant reflection on practice ensures any areas for development are swiftly identified and promptly addressed. Regular staff meetings help improve daily practice and ensure a broad range of experiences is offered to support children's progress. The highly qualified team work together for the benefit of children and the team have action plans in place to raise standards. Training is highly valued and is used to make appropriate beneficial changes, for example, after attending training staff are supporting children's characteristics of effective learning in a way that is suitable for their ages. This drive for improvement ensures continued high quality practice.

Partnership with other agencies is strong, such as with the children's centre. The provider is aware of services to sign post parents to, such as the children's centre, for example, posters displayed offer courses that inform parents about promoting children's self-esteem. The nursery works closely with parents to ensure continued support for children. Parents' views are gained through the nursery parent association and questionnaires. Changes have been made through listening to these views, such as communicating by email more. Parents are very happy with the care and learning experiences offered by the nursery. They particularly comment that they are well-informed about their child's development. All learning and development requirements are met well by all staff. They know their key children well. Children's learning is monitored by key person groups effectively to ensure that children make good progress.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	971427
<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>	105
<b>Name of provider</b>	Doodle Do Day Nurseries Ltd
<b>Date of previous inspection</b>	01/07/2013
<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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