

# Doodle Do Day Nursery

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



## Inspection date

25 August 2017

Previous inspection date

17 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The highly stimulating environment and wide range of activities motivates children to explore and join in. Staff are skilled and sensitive in helping children form secure emotional attachments. These help to give children a strong sense of belonging and a secure base, developing their independence and increasing their confidence in their own abilities.
- Teaching is consistently strong and some aspects are outstanding. Experienced and well-qualified staff use their secure knowledge of child development to promote the learning and development of babies and young children. All children make good progress and pre-school children develop the skills needed in readiness for school.
- An effective system of ongoing supervision meetings help to accurately inform performance management. The provider and managers implement a well-established programme of professional development, assisting staff to continue extending their teaching skills and enhance overall practice.
- Reflective practice is strong and includes staff, children and parents. For example, renovations to the outdoor play area have increased play opportunities, including planting, growing and imaginative games in the mud kitchen.

### It is not yet outstanding because:

- On occasions, children are not always given enough time to think and talk about what they are seeing or experiencing.
- Staff do not consistently make the most effective use of all information relating to children's abilities on entry to nursery. This prevents them accurately monitoring children's progress over time.

## What the setting needs to do to improve further

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

- give children time to think in more depth and describe what they are observing or experiencing
- make more effective use of assessment for learning on entry to nursery, so that more precise achievements are identified and planned to support rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of two different activities with the manager.
- The inspector held a number of discussions with the provider, manager, staff, children and parents.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the provider, manager and staff on how they reflect on their practice.
- The inspector took account of the views of parents through email feedback and discussions during the inspection process.

### Inspector

Lynn Clements

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Safeguarding and child protection policies and procedures, including safer recruitment are implemented consistently. All areas of practice are reviewed regularly and evaluated well. Children's safety and welfare are always prioritised and staff are extremely vigilant. Registers of attendance are maintained accurately and accidents are logged. Staff have an excellent understanding of child protection procedures and what to do should children be at risk of harm. Partnership with others is very good and those with parents are excellent. Parents speak very highly of members of staff and about how well-settled and happy their children are. Other professionals, including speech and language therapists are welcomed into the nursery. Staff work closely with them to provide targeted support for children as required. All groups of children, including those who receive additional funding make good progress.

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

Staff provide interesting opportunities to help stimulate older children's creativity. For instance, they help children use their imagination and general knowledge as they play in the mud kitchen, making cakes for staff, each other and visitors. Children talk about their favourite flavours, deciding on creating strawberry and vanilla cake as they mix soil and water in large pans. They link previous experience when talking with each other about adding some sugar. Children concentrate intently, carefully picking up chalk dust from their path pictures before returning with great excitement to sprinkle this into their cake mixture. Staff identify and address any gaps in children's learning quickly. They use their observations of children's play to help them plan opportunities that challenges and builds on what they know, enjoy and can do.

### Personal development, behaviour and welfare are outstanding

Very high standards of care, hygiene and excellent attention to promoting healthy eating support the personal needs of babies and toddlers. Pre-school children develop an exceptional understanding of how to keep themselves safe and how to manage risks and challenges. For example, they negotiate the climbing wall, talking about holding on tightly. Staff are excellent role models and children develop a deep understanding of respecting others and the clear boundaries linked to acceptable behaviour. Children behave very well and learn to be tolerant and kind towards each other.

### Outcomes for children are good

Children make good progress with their language development. Babies communicate their needs and wishes confidently using single words and gestures. Children learn to speak clearly and share their opinions. For example, they give directions to each other in the mud kitchen. Babies make strong progress in developing their physical skills, such as crawling and climbing.

## Setting details

<b>Unique reference number</b>	EY455811
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1102458
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Doodle Do Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP903999
<b>Date of previous inspection</b>	17 April 2014
<b>Telephone number</b>	07968 971778 and 01279 653318

Doodle Do Day Nursery registered in 2013. The nursery provider employs 30 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or above, including six with childcare qualifications at level 6. Four members of this staff provide lunch cover only. In addition there is an office manager, chef and two kitchen assistants. The nursery opens from Monday to Friday all year around. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

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