

# Doo Dar Days Ltd t/a Westside



West Faversham Community Centre, Bysing Wood Road, Faversham, ME13 7RH

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 13 March 2018    |
| Previous inspection date | 26 February 2014 |

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

- There are extremely inspirational relationships between the staff and children. Children settle rapidly into their play and have an excellent sense of belonging.
- The manager closely monitors the quality of care and teaching that staff provide children. She carries out daily observations as staff teach and provides them with helpful advice. The manager uses this feedback to highlight any training needs.
- All children have good opportunities to develop their creative skills. They engage in interesting art activities, such as painting still-life pictures of a vase of flowers.
- Staff effectively support children to prepare for their eventual move to school. Children gain good independence skills, such as they confidently put on their own coats.
- All staff attend regular training to help build on their knowledge and skills. For example, they learn how to use visual prompts to support children's communication skills.
- Staff effectively support children who have special educational needs (SEN) and/or disabilities to make good progress. For instance, they share strategies and ideas with outside specialists, such as speech and language therapists.

### It is not yet outstanding because:

- The manager and staff do not consistently make the most out of ways to share children's achievements from home to strengthen the partnerships with parents.
- Staff miss some opportunities to encourage children to develop more complicated mathematical skills as they play to help support their learning even further.

## What the setting needs to do to improve further

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

- build on the links between home and the setting to share children's achievements more regularly to strengthen the consistency of children's care and learning experiences even further
- extend children's opportunities to develop their understanding and interest in more complicated mathematical skills to help them develop their understanding further.

### Inspection activities

- The inspector observed staff interacting with the children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff and took their views into consideration.
- The inspector carried out a joint observation with the manager.

### Inspector

Kelly Hawkins

## Inspection findings

### Effectiveness of the leadership and management is good

The highly qualified manager and staff team effectively evaluate their current practice. This helps them to keep children engaged and interested to learn. For example, they have daily discussions to reflect on how well the day's events motivated children. They use their findings to support their plans for activities. Staff establish positive partnerships with other early years professionals. They help provide children with a good consistent approach to their shared care and learning. For instance, they share children's achievements with other settings that they also attend. Safeguarding is effective. The manager and staff have a good knowledge of the safeguarding procedures to follow to help protect children's safety and welfare. Staff help ensure that the setting and children remain safe. For instance, staff have a good understanding of how to administer first aid if required. They carry out thorough risk assessments on all aspects of practice, including the resources.

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

The manager and staff closely monitor children's progress. This enables them to quickly highlight any gaps in their progress. Staff provide children with good individual support to help them catch up in their learning promptly. They support children to develop good communication skills. For example, staff consistently ask children challenging questions and give them time to think and respond. Staff use simple signing to reinforce the meaning of words. This helps children of all abilities communicate confidently. Staff skilfully build on children's interests. For example, when children are excited by a pirate story, staff encourage children to go on to build a model pirate ship and role play being on a deserted island.

### Personal development, behaviour and welfare are outstanding

Staff are inspirational role models and children are extremely polite and behave impeccably. Children have outstanding opportunities to challenge their physical skills. They are exceptionally confident to move in highly challenging ways, such as using climbing walls and cargo nets. Children develop an incredibly good understanding of healthy eating. For example, they are enthusiastic about harvesting their own fruit and vegetables at their allotment. Children have outstanding opportunities to gain impressive levels of respect and understanding of the wider world. For example, they explore how different countries, such as Bulgaria and Poland, traditionally celebrate Christmas.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in relation to their starting points. Children participate in more complex activities that require a good level of maturity. For example, they learn how to use real tools safely in activities, such as using chisels to free objects from blocks of ice. Children learn about life cycles. For instance, they enjoy watching eggs hatch into chicks.

## Setting details

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|--|---|
| <b>Unique reference number</b>                   | EY467933  |
| <b>Local authority</b>                           | Kent  |
| <b>Inspection number</b>                         | 1069692   |
| <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, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 2 - 4   |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 32  |
| <b>Name of registered person</b>                 | Doo..Dar..Days..Ltd   |
| <b>Registered person unique reference number</b> | RP903298  |
| <b>Date of previous inspection</b>               | 26 February 2014  |
| <b>Telephone number</b>                          | 01795 533743  |

Doo Dar Days Ltd operating as Westside Pre-school registered in 2013. It operates from Westside Community Centre, Faversham, Kent. The pre-school is open Monday to Friday from 9am until 3pm, term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs eight members of staff, six of whom hold a relevant early years qualification at level 2 and above. This includes one member of staff who holds a qualification at level 4, one who has a qualification at level 5, and one member of staff who holds a relevant early years degree.

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