

Doodles Nursery Ltd

2 Harrington Road, CHORLEY, Lancashire PR7 1JZ



Inspection date	21 March 2019
Previous inspection date	24 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and manager have secured rapid improvements since their previous inspection, when it was judged requires improvement. They have revised their medication procedures and all vehicles used to transport children are now adequately insured. Children's safety and well-being is fully assured and given the highest priority.
- The provider, manager and staff have embraced support from an external consultant to improve the quality of teaching and learning. Staff have also accessed an abundance of training to enhance their practice. For example, staff caring for babies have used their knowledge from recent training and now offer more outdoor opportunities for babies. Staff also take babies on regular trips to the library, which helps them develop an interest in books from an early age.
- Parents are hugely supportive of the nursery. Many parents comment positively on how sociable their children have become since starting at the nursery. Staff involve parents in their children's learning, for example by offering suggestions on how to encourage children to feed themselves.
- Staff work closely with health visitors when completing the progress check for two-year-olds. This collaborative working means that any gaps in toddlers' progress can be addressed quickly, for example by seeking support from speech and language therapists.
- Children with special educational needs and/or disabilities (SEND) are given targeted support that helps them make optimum progress. Staff work incredibly hard to ensure children with SEND experience smooth transitions between rooms, which supports their emotional well-being.
- There are some inconsistencies in how staff observe and assess children's capabilities, which affects planning for children's next steps in learning. Moreover, staff do not focus sharply enough on supporting children's early mathematical skills, which means learning is less effective.

What the setting needs to do to improve further

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

- sharpen the systems for observing and assessing children's capabilities and use this information to plan activities that build on children's individual learning needs
- strengthen the quality of teaching further by ensuring that children have more opportunities to develop their mathematical skills.

Inspection activities

- The inspector reviewed the nursery's self-evaluation and discussed improvements made since the previous inspection.
- The inspector assessed the quality of teaching in all age groups and the impact this has on children's learning.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector spoke to the children throughout the inspection.
- The inspector held meetings with the provider and manager.

Inspector

Tricia Graham

Inspection findings

Effectiveness of leadership and management is good

The provider and manager have evaluated their practice and the quality of provision accurately. They have addressed areas of greatest need, such as tackling underperformance, which has led to significant improvements. Room leaders have been given more responsibility. They work alongside staff and offer one-to-one support to help staff continually improve their teaching skills. This approach, alongside additional training and guidance from the external consultant, has proved extremely beneficial to children. Safeguarding is effective. The nursery's child protection procedures are understood by staff. For example, staff caring for babies are acutely aware of the procedures to follow if a non-mobile baby sustains a bruise or injury. Children's safety is further assured because parents adhere to the mobile phone policy.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff plan exciting learning experiences that ignite children's interests. For example, pre-school children thoroughly enjoy music and dance sessions. They develop a repertoire of movements, such as creeping and balancing, as they move their bodies to the music. Staff question children effectively which challenges them to think. Staff also encourage children to try things for themselves. Children work cooperatively and negotiate how they can balance the planks of wood on the tyres and crates. Children display good levels of perseverance and celebrate their achievements when they finally succeed. Changes in the staffing team have led to some inconsistencies in children's assessments and planning for their next steps in learning. However, the provider and manager have started to make changes to remedy these weaknesses.

Personal development, behaviour and welfare are good

Children with SEND are fully included in all aspects of the nursery day and they make good progress in their personal development. For example, staff work closely with parents to support their children's toilet training. All children enjoy a suitable range of healthy meals, which contributes to their good health. Children also explore real fruit and vegetables that are provided in all rooms. Toddlers play with the leeks and potatoes, whereas, older children nibble the broccoli and proudly declare 'broccoli makes you big and strong'. Babies have formed strong relationships with adults. They engage in playful interactions as staff speak to them kindly. Babies display good levels of confidence as they eagerly explore their nurturing environment. Children behave well and receive lots of kind words and rewards, such as stickers which they wear with pride.

Outcomes for children are good

Children make consistently good progress in most areas of learning because they are taught well. The highly qualified staff team supports children's learning through innovative activities that help them to develop a 'can do' attitude. For example, children show high levels of determination as they use spades to dig up twigs and branches. Their awareness of the natural environment is further enhanced as they explore different textures, such as sand and mud. A strong focus on children's communication and language ensures that all children are confident communicators. These skills ensure children are well equipped for their next stage in learning.

Setting details

Unique reference number	EY435720
Local authority	Lancashire
Inspection number	10084980
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	54
Number of children on roll	42
Name of registered person	Doodles Nursery Limited
Registered person unique reference number	RP531059
Date of previous inspection	24 May 2018
Telephone number	01257262567

Doodles Nursery Ltd registered in 2011. The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, four staff hold a qualification at level 3, one member of staff holds a qualification at level 5 and one member of staff holds a qualification at level 6. The provider and manager are qualified early years teachers. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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