

Inspection of Doodle Do Day Nursery

The Old Church Hall, Portland Road, Bishop's Stortford, Hertfordshire CM23 3SL

Inspection date: 29 September 2021

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children are greeted each morning by staff they know and trust. Children's behaviour is very good. While playing, they show care and consideration to others as they pass them craft materials and toys. Children begin to become strong, independent and resilient as they build positive relationships. They are encouraged to think about their personal safety as they negotiate stairs or join in more robust play outside. Babies show that they feel safe as they cuddle up to members of staff or crawl around to investigate their immediate environment.

Children's curiosity is developed well by staff, who organise sensory play that absorbs their attention. They pat and squeeze dough or explore the feeling of different scarves made from chiffon, velvet and cotton. Babies build on their physical skills as they pull themselves to standing or begin to toddle, ready for walking. Children are confident communicators. They follow simple instructions and make their interests known. Older children engage in conversations and show that they understand the protocols of these, such as taking turns to speak and listen. Toddlers respond to more complex instructions, which shows their increasing understanding of the spoken word.

What does the early years setting do well and what does it need to do better?

- The manager undertakes staff supervision meetings that help to provide support for their professional development. Staff's well-being is a high priority. Good attention is given to celebrating achievements and recognising the commitment of individuals. Staff 'treat days' help them to feel valued, which raises morale. Staff confirm that they feel listened to and very much supported.
- Area managers provide ongoing support, including reviews of daily practice. This offers direct feedback to the nursery manager about day-to-day practice. Managers and room leaders meet regularly and help to prioritise areas for improvement. Policies are shared with parents and updated regularly to reflect changes in legislation. Parents say that ongoing communication via newsletters and online meetings is good, and this has been managed well during the COVID-19 (coronavirus) pandemic.
- Parents confirm that their child's key person knows them well and shares examples of how their development is supported. For example, they provide opportunities for children to socialise. Parents reflect positively on their children's increasing physical skills.
- Staff work to promote a smooth and confident settling-in procedure for new children. Before children begin in the nursery, staff speak with parents, and together they complete necessary records and share pertinent information. This information enables staff to carefully plan for children's individual needs. Where necessary, staff work with other professionals to support children with special

educational needs and/or disabilities. Staff interact well with all children.

- Staff make ongoing observations of children's interests and abilities. Children are encouraged to become capable communicators who are confident to share their developing ideas without fear of failure. Very young children babble away happily. They show their pleasure at being understood when staff respond to them.
- A wide range of activities are organised both inside and outside. However, these are not consistently planned to ensure that children can build on their previous learning and use their knowledge and skills over time.
- While staff and managers recognise that every child and family is unique, they do not always ensure that the home language of each child is consistently reflected within day-to-day learning opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Safer staff recruitment procedures are implemented in practice to ensure that all adults working in the nursery are and remain suitable to work with children. The manager and staff give good attention to increasing their knowledge of child protection and wider safeguarding issues, such as those associated with radicalisation. Clear procedures are implemented in practice, including weekly safeguarding audits. These involve checking on where, how and why accidents happen in the nursery and at home or following up on child absence. This attention to detail helps to protect children's welfare.

What does the setting need to do to improve?

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

- develop further the opportunity for children to build on their learning over time
- increase opportunities, throughout the nursery, to help children to reflect on their differences and understand what makes them unique.

Setting details

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| Unique reference number | EY559165 |
| Local authority | Hertfordshire |
| Inspection number | 10190286 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 86 |
| Number of children on roll | 85 |
| Name of registered person | ICP Nurseries Limited |
| Registered person unique reference number | RP538317 |
| Telephone number | 01279653318 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Doodle Do Day Nursery registered in 2018 and is situated in Bishop's Stortford, Hertfordshire. The nursery employs 21 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above, including the manager, who holds an early years qualification at level 3. The nursery opens from Monday to Friday during term time. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Clements

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk of the nursery inside and outside.
- The inspector carried out a joint observation of an activity with the manager, and they evaluated this together.
- Parents and staff spoke with the inspector at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including evidence of the suitability of all adults working in the nursery.

We carried out this inspection 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.

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