

Inspection of Doo Dar Days Ltd t/a Westside

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

Inspection date: 5 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are incredibly happy and confident in this welcoming and caring pre-school. They have secure and trusting relationships with each other and staff, which helps to support their emotional well-being. Children confidently choose from a wide range of activities. These have been carefully planned by staff to promote their interests and spark their imaginations. For example, children eagerly explore the effects of torches in a dark space and speak about the 'shadows' and 'light and dark'.

Children behave very well. They clearly know the routines and rules. Staff are consistent in their expectations of children's behaviour. They use lots of praise and positive reinforcement. Children are keen to please. They learn to play alongside and with their peers. Children also develop an understanding of how to take responsibility for their environment. They actively help to tidy up after activities, taking on the role of 'special helpers'.

Staff are deployed well throughout the pre-school. They know the children incredibly well. Staff support children's learning by planning well-thought-out activities that help children to reach their next steps in learning. All children are making good progress from their starting points.

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

- Staff have an excellent understanding of the curriculum and how individual children learn. They plan a rich and varied selection of well-organised activities to encourage children to explore and build on what they already know and can do. Children acquire the knowledge and skills they need before they start school.
- The manager and deputy work incredibly well together. They have high expectations of the staff. For example, all staff have regular one-to-one time with management to discuss their key children, their own well-being, and further training opportunities. Staff feel well supported and valued.
- Staff use mathematical language in everyday activities to embed children's knowledge and understanding. For example, staff model to children how to use tape measures so they can see how tall their creations are. They introduce words such as 'centimetres' as they talk about height.
- Staff support children's communication and language well. All staff hold quality back-and-forth conversations with children to promote their emerging and growing vocabulary. Children engage in thoughtful discussions with each other during their play. However, staff do not make full use of opportunities to extend children's language further, such as through books and stories.
- Partnerships with parents and carers are strong. Parents are confident in the knowledge that their children are happy and well cared for at the pre-school.

They know their children's key person and receive regular communication regarding their children's learning and development.

- Staff have established good links with the community that the pre-school serves. Staff organise trips and events to local parks, shops, and care homes. This helps to broaden children's knowledge of people and communities in the world around them.
- The special educational needs coordinator (SENCo) is knowledgeable and passionate about her role. The SENCo supports staff to ensure that they can meet the individual needs of all children. Children with special educational needs and/or disabilities make excellent progress. The SENCo and staff have strong relationships with parents and other professionals. This ensures consistency in all children's learning experiences.
- Settling-in sessions prove effective in building important relationships with children and parents. Key people spend time getting to know new children, learning about their interests and likes. Parents spend time in the setting with their children, getting to know staff and the routines.
- Children have lots of opportunities to test their physical abilities. The free-flow access to the outside ensures that children can play and explore where they prefer. For example, children enjoy using tinsel to experiment with how it blows in the wind when they run and then stop.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to use a broader range of strategies to further enhance all children's language development and extend their vocabulary.

Setting details

Unique reference number	EY467933
Local authority	Kent
Inspection number	10319228
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 at time of inspection	2 to 4
Total number of places	30
Number of children on roll	42
Name of registered person	Doo..Dar..Days..Ltd
Registered person unique reference number	RP903298
Telephone number	01795 533743
Date of previous inspection	13 March 2018

Information about this early years setting

Doo Dar Days Ltd t/a Westside 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 seven 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, and one member of staff who holds a relevant early years degree.

Information about this inspection

Inspector
Kelly Southern

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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