

Inspection of Doodles preschool

Dorridge Methodist Church, 103 Mill Lane, Bentley Heath, Solihull B93 8NY

Inspection date: 11 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children arrive at the pre-school happy. They are greeted by staff and supported to find where to place their belongings. Staff have a genuine caring and warm approach to children. They get to know children well and take an interest in what they do outside of the pre-school.

Staff capture children's interest as they read stories with enthusiasm. They use props to represent characters in the story of 'The Three Little Pigs'. Children gain real experiences of the materials used to build houses. Staff show children baskets of straw, sticks and bricks as the story progresses. Children watch attentively as staff blow up a balloon to represent the huffing and puffing of the wolf. Children recall parts of the story and accurately predict what will happen next. This helps children to develop a love of books.

Children are keen to explore the activities on offer and invite staff into their play. They have opportunities to develop their imagination as they play with small figures and a doll's house. Staff ask children where they would place furniture and what each room is used for. They take the opportunity to discuss routines with children and ask them about the people who live in their home with them.

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

- There is a clear curriculum which is based on what children know and need to learn next. This is adapted regularly to meet the changing needs of children. Planned activities take into account the individual development needs of children so that all children make progress.
- Staff promote the development of children's communication skills. They interact with children during their play and ask open-ended questions to encourage children to develop their thinking skills. However, staff do not always allow children enough time to respond before making their own suggestions. As a result, children do not fully benefit from opportunities to explore their own ideas.
- The provider and staff assess children's development regularly and identify where there are any gaps in the skills children need to learn. This then informs children's next steps. Staff create suitable plans for children which specifically focus on the areas of learning which require further support. This ensures that all children make good progress in their learning.
- Children are learning to be independent. They are encouraged to take care of their personal care needs and to put their own shoes and coats on when they go outdoors. However, there are times when staff do not always let children do things they can do for themselves. For example, some staff wipe children's noses for them while others offer children a tissue to do this themselves. This does not consistently support children to become self-sufficient.

- Parents speak highly of the pre-school. They comment on the friendliness of the staff and the genuine care they show children. They say that children settle well, and staff take time to reassure parents when children arrive upset. They appreciate the communication they receive from staff about what children have been learning and talk about the progress children make. Parents are confident that children will learn the skills they need to prepare them to move on to school.
- The provider has a good oversight of the pre-school. She reflects on the experiences offered to children and works with staff to make improvements. She holds briefings with staff before children arrive to discuss what is planned for the session. She advises staff about the observations they can make which will inform their plans for future sessions.
- The provider and staff engage in professional development opportunities. They ensure any mandatory training is up to date and meet regularly as a team to discuss what training would benefit the experiences they offer children. This means that children experience an environment which is continually improving.

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:

- build on the good teaching practice in place and ensure all staff give children time to express their own ideas
- support staff to recognise when to let children do things for themselves to further enhance their independence skills.

Setting details

Unique reference number	2650129
Local authority	Solihull
Inspection number	10305542
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	26
Number of children on roll	15
Name of registered person	Doodles Pre school Limited
Registered person unique reference number	2650126
Telephone number	07957220127
Date of previous inspection	Not applicable

Information about this early years setting

Doodles preschool registered in 2021. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The setting opens Monday, Tuesday and Thursday, term time only. Sessions are from 9.15am to 12.15pm. The setting can provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider about the leadership and management of the setting.
- 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 a joint observation of a group activity with the manager.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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