Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Doodles Childcare

13 St Clements Road
Neyland
Milford Haven
SA73 1SH



Date Inspection Completed

13/08/2024

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About Doodles Childcare

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Doodles Childcare
Registered places	52
Language of the service	English
Previous Care Inspectorate Wales inspection	This was their first inspection following registration.
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children are confident, happy and enjoy their time at Doodles Childcare. They have a purposeful sense of belonging and develop positive relationships and friendships. They feel settled, happy, and comfortable at the setting. Children show enthusiasm and excitement during their play. They take part in some purposeful planned activities or follow their own interests.

Staff promote children's well-being positively. They understand and implement nearly all policies and procedures to keep children safe. Staff consistently implement positive behaviour strategies and model good behaviour. They follow simple activity plans, completing observations and tracking children's progress.

People who run the setting implement suitable measures to ensure the environment is safe and secure. They ensure the environment meets the needs of the children by offering a suitable range of age and stage appropriate resources, toys, and equipment.

People who run the setting have purposeful policies and procedures in place. They monitor and review their setting regularly and implement improvements following their reviews. People who run the setting ensure staff are suitable to work with children and carry out meaningful professional development. They have developed positive relationships with parents.

Well-being — Good

Children have a strong voice and make purposeful choices in their play. We heard children confidently express which song they wanted to sing during snack time as well as stating where they want to sit. Children in the baby room explore their environment freely and confidently, accessing activity trays as well as sensory toys. Children effectively choose what they would like to do or join in with adult led activities, for example listening to a story or taking part in a number activity. We saw older children take part in a colouring activity, happily chatting to one another as well as to us. Children are confident communicators and understand that staff will respond to them effectively. During lunch time, they state if they want additional serving of food, and this is respected.

Children play and interact with each other in ways that are appropriate for their ages and stages of development. Younger children play contentedly alongside each other. Children have formed strong bonds of friendship and get on well. We heard older children ask the younger children if they could write their name independently. Children in the pre-school section play effectively together and are kind to one another. For example, we saw children working together to build a tower with the plastic blocks. Children are content throughout the session with valuable chatter amongst groups, around tables and whilst playing in different areas. There is a friendly and calm atmosphere in the nursery. Children make strong and beneficial attachments with staff who care for them. We observed children sitting on staff members' laps as well as being cuddled when they were upset.

Children are engaged in the routines of the day. They are active in their play and express enthusiasm and enjoyment whilst learning and participating in a good range of indoor play opportunities. We saw children celebrate their own achievements as they successfully built a tower using the plastic blocks, *"Wow! Look at that big tower."* Children initiate their own play as resources are accessible and presented at their level. For example, a child explored the small world resources and was quickly engrossed as they played imaginatively with the items made available to them. Children are very happy and content whilst taking part in planned activities. For example, children took part enthusiastically in a counting activity, choosing shapes to show the creation of numbers. Children have some opportunities to develop their independence in line with their age and stage of development. For example, opportunities to feed themselves independently, access the toilet and wash their hands as well as assist with the tidying of resources. However, further opportunities are missed during snack time as food and drinks are handed to nearly all children.

Care and Development — Good

Nearly all staff understand and implement policies and procedures to ensure children remain safe and healthy. Effective safeguarding policies and procedures are in place to ensure children's safety. All staff spoken to are aware of their responsibilities and know what to do if they have any concerns about children or the adults in the nursery. From the staff files viewed, staff have current training in child protection and up to date first aid. Staff offer children a range of healthy snacks and meals. There is an effective system in place to manage allergies and dietary preferences. Staff ensure aprons and gloves are worn as they prepare food for children, however staff are not consistent in the use of protective clothing as they distribute food. Staff ensure children have access to drinking water throughout the day. During the visit, we discussed safe methods of preparing bottles of milk for children in the baby room as they used a microwave. Following the visit, people who run the service informed us they now use a jug of boiled water to warm milk bottles.

Nearly all staff are consistent in their approach to hygiene practices in the setting. We observed some staff members washing their hands before helping children during mealtimes. However, during the inspection, we observed staff using a shared bowl of water to wash younger children's hands. Staff ensure disposable gloves and aprons are worn for nappy changing, however the apron is not replenished between changes. People who run the service informed us changes have been implemented following the visit. Staff ensure the changing mat is sanitised between changes. We discussed the replacement of a nappy changing mat during the visit, and this was actioned immediately following the visit. Staff ensure children are continuously observed and checked regularly as they sleep, and checks are record on the app.

Staff manage interactions positively, treating children with kindness and care. Staff ensure they work together to plan purposeful activities for the children and they also complete appropriate observations and assessments. Staff praise children for their efforts and accomplishments to promote their confidence and self-esteem. Examples of praise include *"Good boy. Good job."* Staff manage the children's behaviour well by encouraging the children to share and to be kind to their friends. Some staff encourage the use of good manners. Staff know the children very well and have positive and close bonds with them. They understand the children's preferences and are sensitive to the needs of each child. Staff collect detailed information about the children before they start and communicate well with parents verbally as well as through an app.

Environment — Good

People who run the setting ensure the physical environment is secure and well maintained indoors and outdoors. There are thorough cleaning routines to maintain good hygiene practices and infection control methods and a record is kept to evidence these on a daily basis. Nearly all staff members identify and minimise risks to children's safety. Other environment and building safety checks are mostly complete and certificates are in place. However, portable appliance testing was overdue on the day of the visit. We discussed the placement and location of a clothes airer during the visit. People who run the setting informed us following the visit this has been moved to an area not accessed by the children. A visitors' book is in place at the main reception point within the setting and ensures the safety of everyone whilst on the premises. They carry out regular fire drills and have a range of good risk assessments in place.

The environment is clean, purposely planned, and welcoming. There are rooms for specific age groups which allow children to relax and play safely. People who run the setting organise the environment well, it is child centred and provides a good range of play opportunities suitable for all age ranges. Low level storage allows children to access toys and resources independently. Appropriate fittings and furniture are at a suitable height for a child, such as the toilets, sinks, tables, and chairs. There is ample space for children of all ages to play and learn. The layout of the rooms allows the children to move around freely and safely. Children's toilets are accessible directly from the older children's playroom, promoting their independence in managing their own personal needs.

The environment is visually appealing as display boards reflect some artwork the children have created. People who run the setting ensure the environment celebrates different cultures and promotes diversity. Children have access to a dedicated outdoor area which present opportunities for children to explore. We did not see this area being used during the visit due to unfavourable weather. People who run the setting told us staff ensure children use these areas regularly. The outdoor area presents interesting opportunities for the children. For example, mud kitchen, sensory play, role play and space for children to develop their gross motor skills.

Leadership and Management — Good

People who run the setting have a strong vision. Following the visit, they have an up-to-date effective statement of purpose that accurately reflects the setting and meets the National

Minimum Standards. Overall, people who run the setting ensure they comply with regulations, and they are developing knowledge of their regulatory responsibilities, including notifying Care Inspectorate Wales of all incidents in a timely manner. People who run the setting keep all the required children's records.

People who run the setting follow timely and robust recruitment processes to safeguard children. They have good systems in place to update suitability checks as required. People who run the setting ensure staff are appropriately qualified for the role. The performance management process is in place with annual appraisals and supervisions undertaken regularly. All staff said they enjoy their work, can access regular training, and feel well supported. People who run the setting keep a record of children and staff attendance and deploy care staff in an organised way, to meet the staffing ratios.

People who run the setting actively implement self-evaluation. They seek the suggestions of children, their parents/carers and staff. They produce a worthwhile quality of care report which reflects the summary of responses, improvements they have made and plans for improvement.

People who run the setting ensure there are systems in place for managing and recording accidents and incidents as well as any medication administered. They review accident and incident records on a monthly basis. People who run the setting along with staff members update parents daily via their app. They work with outside agencies when they need support or advice. Parents of children using this setting said they are happy with the setting, *"I'm really happy with everything. My child settled quickly, and I get plenty of information through the app."* Parents also told us they feel that their children make good progress at the setting.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 8 - Nurture and well-being	Ensure children are provided opportunities to be fully independent at all times.
Standard 24 - Safety	Ensure portable appliance testing (PAT) is continuously in place.
Standard 10 - Healthcare	Ensure all staff members are consistent with the use of PPE when assisting at food times.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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