

# The Chatterbox Club Limited

Inspection report for early years provision

---

**Unique reference number**

EY305935

**Inspection date**

02/12/2009

**Inspector**

Anthony Anderson

**Setting address**

Basnett Street Nursery School, Basnett Street, Burnley,  
Lancashire, BB10 3ES

**Telephone number**

01282 457 235

**Email**

graceybarrett1970@hotmail.com

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Chatterbox Club Ltd opened in May 2005 and operates from the site of Basnett Street Nursery School in Burnley, Lancashire. The club has two main rooms for younger and older children, and all children have access to an enclosed outdoor play area. The club is open Monday to Friday from 9am to 3pm during term time only and it is registered on the Early Years Register. A maximum of 28 children under five years of age may attend the setting at any one time, and there are currently 56 children on roll. The setting supports children with special educational needs and/or disabilities. There are six members of staff, all of whom hold appropriate early years qualifications to at least level 3, two having successfully attained the higher level 4.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall, the quality of the provision is good. Children learn through play in this happy setting and most of their needs are met by well qualified staff who are experienced in early years practice. Regular staff meetings are used effectively to assess and act upon the setting's strengths and areas for development. Partnership with parents and the host Nursery School is good, and both add helpful support to children's development. Management demonstrate a good capacity for further improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve the effectiveness of record keeping and the dating of evidence, in order to ensure a consistency in the monitoring of individual children's progress over time
- ensure that all children have equal access to outdoor play and learning resources in order to maintain an effective and continuous provision
- ensure that daily risk assessment checks of the site and equipment are consistently recorded.

## **The effectiveness of leadership and management of the early years provision**

Recruitment and vetting systems are fully in place, and help to ensure that all adults are appropriately qualified and trained to work with children. Safeguarding procedures are good overall, but the daily risk assessment checks of the site and equipment are not consistently recorded. Staff are dedicated to their individual roles but there is evidence of some inconsistency in the use of external resources to extend learning opportunities and ensure inclusive practice for a minority of children. The management makes regular use of observations to monitor children's

progress and to create an individual working profile for each child, leading to their next steps of development. However, the structure of the current record keeping system in which some observations and notes are undated is not always fully conducive to the effective monitoring of individual children's progress over time.

Parents say that they are very happy with the provision and that they are regularly kept informed about their children's progress. The parental notice boards include a range of useful information and news. The club's walls are utilised well to promote equality and diversity, and parents are invited to attend celebrations and special events linked to different cultures. Relationships with the host school's early years management are good. They are used well to support the development of all children in the setting and to prepare them for eventual transition. The systems of self evaluation are good and are clearly supporting the embedding of ambition and successfully driving the organisation towards continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children of all ages behave well and show, by their happy and smiling faces, that they enjoy their frequent visits to this warm and friendly setting. One group of children in the younger sector play with a variety of toys, and are well supervised by dedicated staff who offer a high degree of effective support. Older children in a separate room also enjoy the many interesting activities on offer, and staff encourage them to develop their speaking and listening skills at every opportunity. One young boy is fully engrossed in his own little world as he thoughtfully plays with a toy penguin, which has been placed in a large shallow tray full of ice cubes with white flakes designed to simulate a very topical wintery scene. Other children laugh as they make shapes out of a large quantity of shaving foam designed to look like snow, which is spread out on a large board.

The well resourced outside play area helps to support children's access to physical exercise. However, there is some inconsistency in the regularity of younger children's visits to this external environment, and this has some impact on their overall access to a continuous provision. Some children ride around in toy cars and other wheeled transport, and others play in the sand or simply sit on large plastic building bricks observing their friends. Healthy snacks and lunchtime meals are available, and an excellent display including photographs of Alice the Puppet is used well to promote the importance of brushing teeth on a regular basis. Another display shows the outcome of a recently organised and very effective 'be healthy and keep safe week', and includes photographs of healthy sandwiches being made and children happily taking part in a dancing class in the outside play area.

The regular use of observations of children to inform planning and to monitor children's progress is good, apart from inconsistency in the method of dating and recording some of the extensive and well presented evidence. However, this does not in itself detract from the positive impact on children's progress and development which is good overall. Children clearly enjoy regular access to a wide range of indoor play and learning activities, and this leads to good levels of progress in their development of future skills.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

