

Chatterbox Private Day Nursery

Inspection report for early years provision

Unique reference number 253794
Inspection date 12/02/2010
Inspector Jackie Nation

Setting address 1 Walker Street, Netherton, Dudley, West Midlands, DY2 0JT
Telephone number 01384 457771
Email tracie.chatterbox@blueyonder.co.uk
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 0300 123 1231, or email 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: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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

Chatterbox Private Day Nursery has been registered since 2000. It operates from a single storey building in the Netherton area of Dudley. There are two playrooms where children are cared for based on their age and stage of development. There is a fully enclosed garden available for outdoor play. The setting serves children from a wide catchment area. The setting is easily accessible through an entrance at side of the building. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 38 children at any one time. There are currently 55 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). Children attend for a variety of sessions. The setting receives funding for early years education. The setting is open Monday to Friday from 7.30 am until 6.00 pm all year round.

The setting employs 12 members of staff, including a cook. Of these, 10 staff hold appropriate early years qualifications. A member of staff is working towards a relevant child care qualification and two staff are completing Degree level courses. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this friendly and welcoming setting and make good progress towards the early learning goals. Children are settled and secure in the setting where their safety and security is promoted well. Good relationships with parents and carers ensure that each child's unique needs are well known and catered for. The owner/manager demonstrates a strong commitment to ongoing continuous improvement and constantly strives to improve the experiences of children attending the setting. Overall, a welcoming and inclusive service is provided.

What steps need to be taken to improve provision further?

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

- improve further the use of observations to plan activities that are tailored to meet the needs and abilities of individual children
- update the risk assessment to include all outings undertaken with the children.

The effectiveness of leadership and management of the early years provision

The setting offers a warm, caring and secure environment where children's safety is paramount. Arrangements for safeguarding children are robust, regularly reviewed and understood by all staff. Staff are appropriately trained and fully aware of the procedures to follow should they have a concern. The safeguarding policy is shared with parents and explains the settings duty of care. Effective systems are in place for the recruitment, vetting and induction of staff and students to ensure children are cared for by a suitable and knowledgeable staff team. Children play in a safe and well-organised environment. Risk assessments are in place to ensure any potential risks to children are minimised both indoors and outdoors. However, the setting has yet to devise risk assessments for all the places they visit with the children to fully ensure their safety while on outings. The staff team are enthusiastic, caring and work well together to ensure the setting runs smoothly on a day-to-day basis. Good emphasis is placed on staff's professional development with regular opportunities to update their knowledge and skills through training. Some staff are also engaged in seeking higher level qualifications. Comprehensive policies and procedures ensure that children are protected and well-supported.

Staff are deployed well and their good knowledge of the learning and development, and welfare requirements successfully promotes children's learning and well-being. An interesting, well-equipped, and welcoming environment successfully reflects children's backgrounds and the wider community. Children are developing a good understanding of diversity engaging in a varied range of activities and experiences to help support this. Children move freely around their room, they are encouraged to develop independence and make choices about their play. Children enjoy frequent opportunities to play outdoors and future plans to improve outcomes for children include the refurbishment of the outdoor area to maximise learning opportunities. The manager has improved the setting's procedures by ensuring that the recommendations made at the last inspection have been implemented with regard to children's health, well-being and achievement and enjoyment. Effective evaluation procedures ensure areas for improvement are identified and addressed. Plans for the future are ambitious and include realistic improvement targets.

Partnership with parents and carers is good and all children and their families are welcome within the setting. Parents receive detailed information about the provision, including policies and procedures, newsletters, notice board displays and opportunities to attend parents' evening. The key worker systems work well in practice and this ensures children's individual needs and parents' preferences are met. Effective settling-in procedures help children to gradually get to know staff and become familiar with the daily routine. Staff work closely with outside agencies to ensure any additional needs are identified and planned for, so that no child is disadvantaged and gets the support they need from an early age. Feedback from parents spoken to at the time of the inspection is very positive and they recognise what this setting achieves for their children.

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

Children achieve well and make good progress in the EYFS across all areas of learning. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Children enjoy the activities which allow them to learn through play, and enable them to develop strong relationships with staff and children. As a consequence, children relate well to each other and staff ensure that all children are included and are able to achieve. Staff are able to demonstrate how they support children to extend their learning and development, through observations, assessments and planning. Planning is well considered and is based around a range of interesting topics, such as the 'Community and people who help us'. Staff also make sure they incorporate children's interests, ideas and play preferences in their planning. Children's starting points are recorded following discussions with parents and initial observations. However, it is not always clear how the information gained from observations is used to plan activities that are tailored to meet the needs and abilities of individual children. Staff evaluate children's progress and attainment and this is reflected in individual 'Learning Journey' books which are regularly shared with parents.

Children's personal, social and emotional development is a strength of the setting. Children confidently explore their surrounding because they feel happy, safe and secure. They play and work alongside their peers successfully understanding the need to co-operate and resolve situations by themselves. Babies are content and cared for in a calm welcoming space where they actively explore a wide range of resources with curiosity and interest. All children have frequent opportunities to be creative and their delightful art work is displayed around the setting. They enjoy painting, junk modelling, art and craft activities and explore the properties of sand, water and dough. These activities introduce children to a variety of skills using a range of equipment such as scissors, glue sticks, paint brushes and shape cutters. Role play is strong feature of the setting, children enjoy taking on different roles, such as dressing-up as fire fighters and practice eating with chop sticks in the home corner. Children's language and communication skills are promoted well as staff interact well with all children and listen carefully to what they say. Children enjoy listening to stories, singing rhymes and younger children like to look at their favourite picture books. Older children speak confidently to each other, to staff and visitors at the setting. They like to practise their mark-making skills and most children can write their own name. Children's understanding of numbers and mathematical concepts is fostered well and children count, sort, compare and match by colour, shape and size in everyday activities. Younger children are encouraged to explore and investigate sensory resources, natural materials, activity centres, puzzles and pop-up toys. Older children demonstrate good computer skills as they competently use the mouse and respond to instructions. Children enjoy daily opportunities for fresh air and exercise as staff use the outdoor area to its full potential. Children ride bikes, play with balls and enjoy discovering the sounds they can make on the 'musical instrument tree'. Overall, children have good opportunities to develop skills to support their future learning.

Children are secure and develop a sense of belonging at the setting; they develop

confidence and a sense of security through good interactions with staff and well-established routines. This includes younger children who sit and enjoy a cuddle with staff while being fed or when they are tired. Children are learning to keep themselves safe, they take part in fire evacuation drills and discuss issues relating to stranger danger and road safety. Children's behaviour is good and older children are beginning to show an awareness of responsibility within the setting. Gentle reminders from staff help children develop a sense of right and wrong, for example, they are encouraged to share, take turns and be kind to each other. Children develop an understanding of appropriate hygiene routines and the importance of healthy eating through the provision of nourishing snacks and freshly cooked nutritious meals. Drinks are accessible throughout the day and younger children are offered regular drinks to make sure they remain hydrated. Effective systems are in place to support children's welfare needs including documents to record the administration of medication and any accidents. Staff hold up-to-date first aid qualifications and this ensures they can respond appropriately in the event of an accident.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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

Outcomes for children in the Early Years Foundation Stage	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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met