



Chatterbox Day Nursery

Inspection report for early years provision

Unique Reference Number	EY304976
Inspection date	02 December 2005
Inspector	Kathryn Mary Harding
Setting Address	Bromfield Road, Ludlow, Shropshire, SY8 1DR
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Registered person	Joanne Ceri Van Mook
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Chatterbox Day Nursery opened in 1995 and was taken over by the present owner in 2005. It operates from three main rooms in a demountable building, in the grounds of Ludlow Secondary School. The setting serves the local area.

There are currently 67 children from 3 months to 5 years on roll. The nursery are registered for 43 children. This includes 27 funded children. Children attend for a variety of sessions. The setting supports children who have special needs and

children who speak English as an additional language.

The nursery opens from 08:15 until 17:15, five days a week, all year round except for bank holidays and one week at Christmas.

There are 12 staff working with the children. All staff hold child care qualifications. The setting receives support from the teacher mentor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a warm clean setting where they learn the importance of good personal hygiene and personal care through the daily routines. The children discuss germs and the importance of hand washing before eating. Outside visitors, such as, the dental hygienist and doctor are invited into the setting to promote children's good hygiene practices.

Children begin to understand the benefits of a healthy diet. They are offered healthy and nutritious snacks such as fruit. Staff take account of the wishes of parents and the children's choices to provide snacks that appeal to the children and meet their dietary requirements. Children are offered regular drinks such as milk and water so that they do not become thirsty and drinking water is readily available to children at all times. They look at topics on healthy and unhealthy foods and discuss what food is good to eat and why.

Children enjoy a wide range of activities which contribute to their good health. There are outdoor activities to help children develop control of their bodies, for example children can develop their skills of throwing and catching. Children can access a wide range of equipment such as construction sets, play dough and scissors to help develop their fine control skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff provide a welcoming and stimulating environment for children and parents. Children are cared for in rooms where written weekly risk assessments are undertaken of the indoor and outdoor areas to help keep children safe. However there are trailing leads in the pre-school room. As a result children's safety is compromised.

At child-initiated times children independently select activities from a wide range of good quality toys and equipment, which meet safety standards. Resources are organised in open shelf storage that is at child height to encourage children's independent access.

Children learn how to keep themselves safe as they are reminded not to run around inside and to ensure when dressing up they can see where they are going. Staff have the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. Staff have a good knowledge of child protection procedures in line with Area Child Protection Committee procedures and two staff have attended a workshop on child protection matters.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in a good range of varied activities and play opportunities which they find interesting and enjoyable. Activities in the baby and toddler rooms are planned but as yet the Birth to three framework is not used. Staff know the children well and cater for their needs appropriately, adapting the daily routine if necessary and adhering to the parental routines already in place. Children throughout the nursery develop good relationships with staff and each other. They learn to share and take turns from an early age. Children concentrate on activities and show care and concern for others. For example, children say "bless you" after someone sneezes. Children enjoy their time in the nursery and staff have fun with the children, giving them a sense of belonging and making them feel valued.

Children have opportunities to make decisions about what they want to play with, so increasing their independence. Close and caring relationships increase children's sense of trust and help them develop a strong sense of self. Children work well together, when they play imaginatively in the house.

Children are well occupied because staff plan and prepare all activities efficiently. They offer a good level of support to children, explaining activities and guiding children before giving assistance. This helps children to develop independence. Staff have a good understanding of child development which enables them to offer appropriate care. For example, staff make regular observations and assessments of children's progress to plan the next steps in their learning.

Nursery Education.

The quality of teaching and learning is good.

Children are interested in what they are doing and staff support them where necessary in their play, making children feel valued. Staff are sensitive to children's interests during self-initiated play and use questions very successfully to challenge children's thinking and language skills.

Children access a good range of well chosen resources which support their development across all areas of learning. They behave very well, with staff continually praising and encouraging them, so enhancing their self-esteem. They play happily together and concentrate for sustained periods of time when playing with the puzzles and take turns when playing with the computer. At child-led times children freely choose and confidently make decisions about their play, so encouraging their independence and self-confidence.

Three and four-year-olds confidently talk in small groups about the story of Jesus. Staff extend children's vocabulary as they introduce new words to the children. As adults scribe the Christmas story as told by the children, they model hand writing and encourage children's understanding of how a story is structured. They listen intently to stories, become involved in them and staff relay stories in a lively way, so encouraging and motivating the children's interest in books. However the book area is not inviting and children do not readily access books. Children readily access a writing area where they learn to mark-make for a purpose.

Children gain confidence in using and recognising numbers during the daily routines and respond to challenges to extend their mathematical vocabulary and skills in planned and spontaneous opportunities. They are encouraged to solve problems in a practical way, for example, when playing skittles they look at how many there are altogether and how many are left when some have been knocked down. They look at and explore shape as they talk about the different shapes they cut out to stick on their crowns.

Children gain knowledge of the world around them and of time and place through a variety of activities. They freely talk about their families and their lives and important events to them, so making them feel valued. A computer with educational programmes is readily available and children access this to support and consolidate their learning. To gain an awareness of others they look at festivals such as Divali and Chinese New Year. They explore, predict and investigate when playing in the sand and making teddy bear biscuits.

Children's large scale movement skills develop and improve through a wide variety of experiences, including activities to develop skills of throwing, climbing and catching. They become aware of the effects of exercise on their body as staff ask them to feel their heart beat after physical activity. They move confidently around the indoor and outdoor area and access a wide range of activities to develop their fine control skills including construction sets and beads. They use scissors with increasing control and staff give support to children where necessary. Children explore using their senses, different textures and materials when making the nativity scene. They talk about what the birthday cake tastes like and discuss their favourite colours. They play imaginatively in the home area and play imaginatively in all areas of the room. They enthusiastically sing their favourite nursery rhymes. However due to organisation of the room and resources children have limited access to creative materials to enable them to develop their own creativity and make their own creations.

Systems are in place should the setting care for a child with special educational needs.

Overall, children make good progress in all areas of learning.

This is recorded in children's work and written detailed observations which link well to the stepping stones and into planning the next steps in children's learning.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the nursery because staff value and respect each child as an individual. Staff provide some activities and resources to promote a positive view of the wider world and increase children's awareness of diversity and their understanding of others. This helps children develop a positive attitude to others. For example, they talk about different festivals such as Divali. They develop self-esteem and confidence as they voice their opinions and make choices at child-led times.

Children are very well behaved. They take turns on the computer and show concern for others, particularly at snack time, when good manners are encouraged and children are polite to each other. Staff praise children and thank them for their efforts encouraging the children to be considerate to each other. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Parents' views about their child's needs and interests are actively sought before the child starts at the setting, and on a regular basis throughout their time there. Parents can add information to their child's information document, so enabling an effective partnership with parents. Staff ensure that all parents know how their child is progressing and developing through informal discussions and talking with parents about their observations and encouraging the children to tell the parents about what they have been doing.

Organisation

The organisation is satisfactory.

Policies and procedures are used effectively to promote the welfare, care and learning of children. They are shared regularly with parents to keep them well informed about the service and their child's activities. This contributes to continuity in the children's care.

Leadership and management of the setting is good. The registered person uses effective recruitment procedures which ensure that staff are appropriately vetted and qualified. A handbook for staff on how the nursery operates is available ensuring that all staff are consistent in their approach. Staff work together well as a team to promote children's health, enjoyment and achievement. They attend regular training so demonstrating a commitment to developing their practice.

The rooms are organised, so children can freely choose activities from the open shelving, so encouraging their independence. However, the organisation of craft resources does inhibit the creative development of the children, as the children cannot readily access materials. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the trailing wires are made safe

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- create an attractive book area where children and adults can enjoy books together
- ensure children have opportunities to access craft resources to explore their own ideas.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk