



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253794

DfES Number: 515322

### INSPECTION DETAILS

Inspection Date 13/02/2004  
Inspector Name Jennifer Turner

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Chatterbox Day Nursery  
Setting Address 1 Walker Street  
Netherton  
Dudley  
West Midlands  
DY2 0JT

### REGISTERED PROVIDER DETAILS

Name Miss Tracie Peagram

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Chatterbox Day Nursery opened in May 2000. It operates from a single storey building in the Netherton area of Dudley, West Midlands. There are two main play rooms within the setting and a small court yard for outdoor play. The nursery serves the local and surrounding area.

There are currently 41 children from 0 to 5 years on roll. This includes 7 funded three-year-olds and 2 funded four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens 5 days a week all year round excluding Christmas. Sessions are from 07:30 until 18:00.

Two part time and six full time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

Chatterbox Day Nursery offers good quality care for children.

The nursery is welcoming and well maintained. Resources are appropriate, sufficient and are well presented, allowing children to initiate their own play and providing opportunities for children to move freely and easily between activities.

The nursery is well organised, supported by clear, detailed policies and procedures. However some staff are not confident in their understanding of promoting equality and the group does not have a recruitment policy. The high ratio of staff working directly with the children ensures that children are safe and secure and their individual needs met, with a key worker assigned to individual children.

Systems are in place to identify potential hazards, and regular risk assessments are carried out on the premises and places visited by the children. Children in general have a satisfactory awareness of good hygiene practice, however staff did not ensure that good hygiene practices were maintained at all times.

Children build warm and trusting relationship with staff, they responded well to requests from staff. Clear routines and well planned activities ensure that children are interested in their environment and have opportunities to do and find out things for themselves. The children are confident and relate well to each other and staff.

Staff have high expectations of children's behaviour and the children behave well, the strategies used to manage children's behaviour are effective.

Positive relationships with parents are fostered. A high level of information is shared with key workers and parents within the older groups, however observation and assessment are not carried out for the younger children to plan the next step in their learning. Parents are kept fully informed about their child's daily activities, both verbally and in writing, confidentiality is maintained.

#### **What has improved since the last inspection?**

Not applicable, as there were no actions raised at the previous inspection.

#### **What is being done well?**

- The nursery uses space and resources effectively and the environment is warm and welcoming.
- Children are involved in a broad range of activities which support their learning and development, with good opportunities to initiate their own play.
- The procedures for promoting the safety of the children on and off the premises is good.
- Staff maintain accurate records of accidents and medication and these are shared with parents.
- The children are encouraged to share and take turns and their behaviour is rewarded satisfactorily.
- Staff are fully aware of their roles and responsibilities in protecting children and dealing with concerns are these are shared with parents.

#### **What needs to be improved?**

- the observations and records of children's development to plan to next step in their play, learning and development
- the hygiene practice with regards to hand washing
- the equal opportunity policy to ensure it is consistent with current legislation and guidance and that all staff understand and implement this policy.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
1	Formalise the procedures for recruiting staff.
3	Ensure staff observe and record what younger children do and use the observations to plan the next steps for the children's play, learning and development.
7	Ensure good hygiene practices are in place regarding hand washing
9	Ensure that the equal opportunity policy is consistent with current legislation and guidance and that all staff understand and implement this policy.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Chatterbox Nursery provides generally good nursery education where children enjoy learning through a wide range of interesting activities.

Children are keen to learn and enjoy the interesting activities presented. They are encouraged to behave well. Activities are adapted for children who learn at different rates.

Effective teaching helps children make generally good progress towards the early learning goals. Staff have an acceptable knowledge of the foundation stage curriculum and plan interesting and imaginative activities. They are less confident about teaching aspects of knowledge and understanding of the world, mathematics and creative development.

Staff are calm, patient, tolerant and children are praised for good, kind behaviour and effort. Expectations are high and staff use open-ended questions to challenge and extend children's learning.

Planning is detailed and all six areas of learning are covered. Plans identify what children are intended to learn and observation confirms that plans are put into practice. Assessment procedures are effective in recording children's progress and achievements. Children attending with special needs are well supported.

The leadership and management of the setting is generally good.

Staff are clear about their roles and responsibilities and work well together as a team. Weaknesses identified at previous inspection have been tackled and there is an ongoing review process in place. The accommodation is used effectively and children have access to good quality resources.

Partnership with parents is very good. They receive relevant, detailed information about the nursery and their child's progress and achievements. Arrangements for new children settling in are flexible and give time for parents to discuss children's circumstances, interests and needs. Parents are welcome to help out during sessions and the nursery operates an open door policy.

### What is being done well?

- Children's physical development is very good, three and four year olds are confident, and demonstrate a good awareness of self and others.
- Children work well independently and take initiative, showing that they are keen to learn.
- Children speak clearly and fluently, staff encourage children consistently and engage in their play and conversation.

- Staff manage children's behaviour effectively with appropriate strategies and use praise and encouragement.
- Staff make parents feel welcome, they show an understanding of the children's home and family circumstances.

#### **What needs to be improved?**

- Staff knowledge of early learning goals relating to knowledge and understanding of the world, mathematics and creative development. Staff's confidence in using everyday technology and programmable equipment
- Maximise learning opportunities through daily routines and help children to develop personal independence, name recognition and help children to solve simple number problems.
- Help children understand that print carries meaning and foster their interest in books and how text works, recognising the importance of illustrations, front cover, author and page.

#### **What has improved since the last inspection?**

The nursery has made generally good progress since the last inspection.

Five key issues were identified at the previous inspection, develop planning and assessment systems, improve staff knowledge of the Early Learning Goals for maths and literature, plan more activities to link sounds and letters, greater use of practical activities to develop children's mathematical understanding and provide more opportunities for children to gain direct awareness of the world they live. Staff have undertaken training in planning and monitoring of the timetable is ongoing. Staff knowledge still needs consolidating in some areas of the early learning goals and daily routines are not being used to help consolidate learning.

Advice has been sought from visiting teacher service. The action plan is reviewed and updated on a regular basis.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are actively involved in their learning, they are able to make decisions, take turns & share. Children are happy, confident and articulate in asking questions their behaviour is good. Children are not always able to develop personal independence during daily routines such as snack time or dinnertime.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage easily in conversation with each other and adults. The Self-registration system works well, helping children with name recognition, although name cards are not used as part of other daily routines and refer to first name only. Children's Reading and writing skills are being developed through clear labelling of displays, and dedicated writing area. Children enjoy books, but are not encouraged to participate or ask questions during story time.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to use the language of maths, such as big, little, more and less. They count confidently within group activities and independently. The use of worksheets limits children's opportunities to use developing mathematical ideas and problem solving during practical activities. Daily routines such as snack time are not used to their full advantage to help children develop mathematical ideas and solve problems. Number reinforcement is evident throughout the nursery.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children take part in activities, which look at their own, and other cultures. They discuss their families past, present and future events. Children learn about natural world through practical activities such as growing plants and record their observations of similarities and differences. Children are able to use a computer, access to other technological resources and programmable toys is limited.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children play enthusiastically with wheeled toys, steer carefully and use space sensibly. Children move confidently around the outdoor area demonstrating an awareness of space and others. They develop skills such as throwing, catching, kicking and climbing. Children develop their fine co-ordination effectively through using malleable materials, scissors and writing materials. They are developing a good awareness of a healthy lifestyle.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are able to learn about music using musical instruments and singing, they move with rhythm to music. Children are able to access free play they paint, draw and engage in role play. Children enjoy participating in craft and painting activities, however some displays do not reflect individuality of children's work.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Provide opportunities for staff training in order that they can acquire improved understanding of the early learning goals in particular knowledge and understanding of the world, mathematics and creative development.
- Make more use of the daily routines to improve the opportunities for all children to develop personal independence and learn mathematics through everyday activities.
- Provide increased opportunities for children to show interest in books, so they can understand how text works.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*