



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY244989

DfES Number: 532082

INSPECTION DETAILS

Inspection Date	21/10/2004
Inspector Name	Christine Lynne Hodge

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Chatterbox House Day Nursery
Setting Address	289 Main Road Sidcup Kent DA14 6QL

REGISTERED PROVIDER DETAILS

Name	Mrs Kathleen Sheila Christine Jones
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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 House Day Nursery is a privately run business situated in a large detached house at The Red House, 289 Main Road, Sidcup, close to local offices and residential houses. The nursery has been open for approximately 2 years.

The premises which are on two stories consist of a ground floor office, baby room, children's bathroom, toddler room, messy play room and kitchen. The first floor comprises a large base room for 3 to 5-year-olds, a quiet room, a physical playroom, children's bathroom, staff toilet and laundry facilities.

The nursery is open all year round from 07:30 to 18:30 with the exception of weekends and bank holidays. Registration is for 48 children. There are currently 61 children on roll with 22 three and four-year-olds receiving nursery education funding.

The nursery employs a large staff team which comprises a manager, a deputy, a part-time teacher and ten nursery staff, three of whom are unqualified.

The nursery receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Chatterbox House Day Nursery provides satisfactory care for children. The nursery offers a warm, welcoming and stimulating environment where children are happy and confident. Good staffing ratios are deployed, however, the operational plan is not very effective and does not allow staff to fully utilize all the rooms and resources in order to comply with space requirements and the needs of all the children. A key worker system is in operation and staff record children's development. Record keeping and documentation is well organised.

The premises are clean, well maintained and very child centred. Staff are vigilant about children's safety and carry out regular risk assessments. They have a clear understanding about child protection procedures. A high number of staff hold a

current first aid qualification. Some staff appear to have a lack of understanding of the use of disposable gloves for nappy changing and food handling. Procedures for teeth cleaning and the storage of tooth brushes are unhygienic. Menus, especially those for young children and babies are not always suitable, healthy and nutritious.

The nursery has a very good variety of stimulating indoor and garden play provision. Staff plan activities using the Foundation Stage for older children and Birth to Three Matters for younger children. The planned curriculum of activities covers all areas of development and provides children with a combination of free play and adult directed activities. Some nursery routines do not allow children to make sufficient choices. Staff sit with children, talk to them and support their learning. Children are encouraged to be self disciplined and are generally well behaved. They respond well to positive behaviour strategies adopted by staff.

Relationships with parents are good and this is reinforced by positive comments from parents collecting their children and on parent questionnaires. Information given to parents is effective, clear and concise.

What has improved since the last inspection?

Not Applicable

What is being done well?

- The decoration in the baby room creates a calm and peaceful atmosphere for babies and toddlers. Staff ensure that the individual routines of very young babies are adhered to. They plan a range of activities using the Birth to Three Matters.
- The well equipped garden provides children with good opportunities for physical play.
- Staff have a consistent positive approach to managing children's behaviour. They support children's self esteem through the use of praise and encouragement. Children know what is expected of them, they share, take turns and are encouraged to be polite.
- The nursery has very strong links with parents and actively supports parental involvement through the parental involvement policy. The information packs given to parents contain clear, detailed information. Parents are kept informed daily about their children's day and progress. Open evenings take place to discuss children's development.
- High priority is given to safety issues throughout the nursery. Effective systems are in place for the safe arrival and collection of children.

What needs to be improved?

- the organisation of the of rooms and resources in order to comply with space regulations

- opportunities for children to make independent choices
- the content of menus
- hygiene procedures relating to the use and storage of tooth brushes and the use of disposable gloves for nappy changing and food handling in the kitchen.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown

Std	Action	Date
2	Ensure that all the rooms in the nursery are used effectively throughout the day in order to comply with space regulations and the needs of the children	05/11/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Review nursery routines to give children more opportunities to make choices.
7	Review children's teeth cleaning routines and the storage of tooth brushes. Develop staff's understanding of the use of disposable gloves for nappy changing and food handling.
7	Ensure staff employed in the kitchen attend a food hygiene course.
8	Ensure that meals and snacks provide children with healthy, nutritional fresh foods.

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

How effective is the nursery education?

Chatterbox House Day Nursery provides children with good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children are confident, happy and settled in the nursery.

The quality of teaching is generally good. The newly appointed visiting teacher works closely with the enthusiastic room leader and staff team in the pre-school rooms to develop an effective programme of stimulating and interesting activities for children. A new planning system has been introduced and staff are working with a new observation and assessment method to help them plan for individual children's progress. Staff have good relationships with the children and some staff are particularly skilled at encouraging individual children to build on their strengths. Children are allowed time to practice new skills and to complete tasks to their satisfaction. Good attention is given to developing children's language skills, however staff are less confident when planning for children's mathematical and creative development.

Leadership and management of the nursery is generally good. The manager encourages and supports the staff team, giving the nursery a relaxed and harmonious atmosphere. There is not yet a rigorous system in place to monitor the quality of teaching and staff training is not always linked to gaps in staff's knowledge. Some rooms in the pre-school suite are not well used and the provision of a messy room on a separate floor limits opportunities for children to develop their creativity through freely chosen art work.

Partnership with parents is generally good. Parents receive some information about the early learning goals and good written and pictorial displays throughout the nursery explain how children learn. Parents are invited to parents evenings to discuss their children's progress and newsletters keep them informed about nursery activities and events. Parents accompany children on nursery outings.

What is being done well?

- Staff are skilled at encouraging children's language development. They spend time talking and listening to children both individually and in groups; consequently many children are confident and fluent speakers who enjoy conversation. They are able to recall and re-tell past events and to predict what might happen next for instance during story time.
- Children are polite, friendly and sociable. Staff ensure that they give children individual attention, they give appropriate praise and encouragement building children's self-esteem and children have secure and trusting relationships with the staff.
- The nursery's new visiting teacher is working closely with the staff in the

pre-school rooms to develop and refine the pre-school curriculum. A new planning method is being implemented and children now have opportunities to choose activities from a range which have been carefully selected by staff.

- Staff encourage children to use the nursery garden for both vigorous activities and to explore and investigate the natural world. Children enjoy the physical play equipment provided and they spoke with enthusiasm about finding a worm in the garden explaining how it felt and how they found it a cosy home in the grass.

What needs to be improved?

- the effective use of all the space available to the pre-school children in the nursery, in particular, the messy play room, the physical play room and the quiet room
- the programme for children's creative and mathematical development
- the organisation and use of daily routines to support children's growing independence
- the use of computers and programmable toys to promote children's understanding of everyday technology.

What has improved since the last inspection?

Not applicable - first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are interested in the activities provided, take part in new activities with enthusiasm, concentrate well at supported activities and have sufficient time to complete tasks to their satisfaction. Children are polite friendly and sociable, they have formed secure and trusting relationships with staff who take time to support and encourage each child. Children behave well. The organisation of daily routines does not effectively support children's growing independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident and fluent speakers who enjoy conversation with each other and readily initiate conversations with adults. Staff provide opportunities for children to speak in both small and large groups and skilfully introduce new vocabulary during focused teaching and group times. Children have many opportunities to write and draw in well supported activities. Insufficient prominence is given to the book area and staff do not always plan story times effectively for all children.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Many children are able to recognise and name numerals to 9 and some can count reliably to 5 and beyond. Staff use songs and rhymes to encourage counting skills and to introduce simple calculation ideas. Staff do not exploit nursery routines to encourage children to recognise the practical applications of mathematics in everyday life; and they do not routinely encourage children to consider mathematical concepts or use mathematical language during daily activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have daily opportunities to play in the nursery garden where they explore elements of the natural world e.g. digging, hunting for insects and splashing in puddles. During focused teaching staff use natural materials, e.g. fruit and vegetables to encourage children to investigate and describe their properties using all their senses. A wide range of construction toys are provided and many children are proficient builders and designers. Insufficient use is made of the nursery computers.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Staff ensure that children have daily opportunities for vigorous physical activity in the nursery garden where they run, jump, climb and balance with enthusiasm and growing skill. However, children do not have free access to the physical play room, so do not have opportunities to play vigorously at a time of their choosing. Children have good opportunities to develop their fine motor skills as they handle small objects, equipment, tools and malleable materials during daily activities.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are able to explore colour, shape and texture during planned adult led activities and they can construct, design and build imaginatively using a range of construction toys. Staff encourage children to express their thoughts and ideas and children enjoy using musical instruments during song time. However, there are few opportunities to experiment with a range of media and materials in freely chosen activities; the role play area does not encourage children to play imaginatively.

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

- review and evaluate the use of the rooms in the pre-school suite and the messy play room in order to ensure that children have access to a wide range of provision throughout the day
- plan and provide an effective programme of activities which will promote children's understanding of mathematical concepts and ideas and stimulate and extend their creative development.

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.