

# Chatterbox House Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY244989
<b>Inspection date</b>	06/01/2011
<b>Inspector</b>	Justine George
<b>Setting address</b>	289 Main Road, Sidcup, Kent, DA14 6QL
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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*.

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## **Description of the setting**

Chatterbox House Day Nursery is a privately run business situated in a large detached house in Sidcup, Kent, close to local offices and residential houses. The nursery has been registered since 2002 and is registered on the Early Years Register.

The premises, which are on two levels, consist of a ground floor office, baby room, children's bathroom, pre-school rooms, conservatory and kitchen. The first floor comprises of a base room for toddlers, a sensory room, physical playroom, children's bathroom, staff toilet and laundry facilities. There is also a large garden for outdoor play. The setting and garden is accessed by ramps, and stairs lead to the first floor.

The nursery is open all year round from 7.30am to 6pm with the exception of weekends and bank holidays. Registration is for 57 children of whom no more than nine maybe under 18 months. The nursery provides funded early education for three and four-year-olds and supports children with special educational needs and/or disabilities and children for whom English is not their first language. There are currently 88 children on roll who attend full and part-time sessions.

The nursery employs a large staff team which comprises a manager, a deputy, a teacher and 14 nursery staff including a chef and breakfast cook and a part-time French teacher who visits on a weekly basis to work with pre-school children. Staff working directly with children hold an appropriate childcare qualification and over half the staff team are qualified to level 3 and above.

The nursery receives support from an advisory teacher from the local authority.

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

Overall the quality of the provision is good.

The staff team at the nursery are very enthusiastic and motivated. They have developed positive relationships with children and parents. As a result, children are very settled and secure and parents are confident and assured in the staff's commitment in caring for children. Children make good progress in their learning and development due to the good knowledge and interaction from staff and the range of experiences offered. Staff are keen to maintain and drive improvement. They have identified areas for improvement and good ideas are being implemented, which is likely to have a positive impact for children.

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

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

- consider re-organising the environment for pre-school children to ensure they have sufficient space to play and explore and to enable adults to support them more effectively
- develop systems for reflective practice, with regards to monitoring how training courses and any changes implemented within the setting impact on and improve the outcomes for children
- develop the frequency of observations for very young children to gain a clear perspective of each child's learning and development.

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

Children's safety is of high regard and staff have a sound knowledge of how to promote children's welfare and well-being. Robust recruitment and vetting procedures ensure that children are cared for by qualified, knowledgeable and suitable adults. Children are protected from unvetted adults as they are never left alone with unchecked staff. Furthermore, staff are fully informed of who collects children. Staff have good knowledge of safeguarding child protection issues and the procedures to follow in the event of any concerns, ensuring that vulnerable children are suitably protected. The staff team are aware of the welfare requirements in administering medication and are fully informed of children's health needs which are adhered to. In the event of any accidents, children are well cared for as a high ratio of staff have kept their first aid knowledge up-to-date. All accidents are recorded and parents are informed, as required. Accidents are kept to a minimum as the required risk assessments are carried out to minimise any hazards.

Adults in the setting are very committed to driving improvement and there are many good ideas which are likely to improve the outcomes for children. The setting is looking at improving the planning and assessment methods and a parents' forum is planned to strengthen partnership work. Staff have recently had in-house training to develop their knowledge of different ways to intervene, observe and support children's learning and development. Staff are very receptive to new suggestions and are keen to implement ideas. Although, some of the initiatives introduced are not yet understood or evaluated by staff. This is because systems for reflective practice are not yet fully explored, for example, the impact to children as a result of new ideas or changes.

The setting promotes inclusive practice through working in partnership with other adults involved in the care of children, thus promoting continuity and consistency of care. The setting works with the area's Special Educational Needs Coordinator to ensure children with additional needs are supported and some steps have been taken to extend partnerships with other professionals, where children attend more than one setting, although, this is not actively followed up. Staff have developed very positive relationships with parents. The required information is recorded and details about children's home life and routines are sought. Therefore, the individual needs of children are effectively met. Regular communication takes place on a daily basis, both verbally and through use of a contact book. As a result, parents

are well informed of their child's well-being. Parents have access to children's progress files, although more formal meetings to share children's progress are limited. However, the setting is looking to develop this. Parents have a very positive view of the setting, praising the staff's approachable and friendly manner. They comment that their child is happy on entering the setting and how they talk about staff at home. Parents feel at ease leaving their child in the setting and are comfortable in being able to contact staff at any time.

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

Children have a strong sense of security and belonging. Very young children separate from their carers positively, and those who find it difficult, settle quickly with the caring support of staff. Routines are consistent with home life as staff are fully informed of any comforters children may have, their preferred feeding and sleep patterns and items that children are interested in exploring. Young children have the opportunity to explore many items of interest such as sand, light and sound toys, glittery balls, shakers and many toys to stimulate their senses. Children enjoy periods in the sensory room which is calm and soothing helping children to feel relaxed.

Equality and diversity is well promoted in the setting. Staff have recently moved resources to a lower level whereby children are able to access most equipment for themselves, aiding confidence and independence. This has a positive impact to children as they develop autonomy, extending their own play ideas. Children are supported in learning about the diverse community in which we live. They celebrate different festivals, sample various traditional foods and resources depict positive images of culture and diversity, for example, dressing up clothes, dolls, books and puzzles. Children develop respectful attitudes towards others as they use their good manners of 'excuse me', 'please' and 'thank-you' with minimal prompting. Children are well behaved in the setting as they are busy and stimulated. Staff engage with children well, praising efforts, acknowledging success, giving hugs and listening to children. In the event of any challenging behaviour, staff are calm and use good strategies to eliminate unwanted behaviour.

Children are making good progress in their learning and development in relation to their starting points. Staff plan an environment which reflects the needs and interests of children. However, the organisation of the pre-school environment at times, impacts on noise levels and limits the space available to children. Furthermore, staff are not always able to support children effectively during activities because of how they are allocated in between the rooms. Planning is informed by the observations of children's participation with experiences, which identifies what children can do or the support needed. However, observations for very young children are infrequent, therefore, do not provide enough evidence to ensure children have consolidated their learning through a variety of experiences. Staff plan a range of activities for children to explore and learning intentions are identified, thus staff are clear about what they want children to achieve. However,

the aims are not evaluated; therefore, it is not clear if children have achieved the concepts identified. The interaction between staff and children is really good. Through questioning, talking and the adult's response to child-initiated ideas, children are stimulated and challenged. Therefore, children develop skills for the future as they have a strong curiosity and exploratory impulse which sets the pattern for enthusiastic learning. Children enjoy playing games with adults, where they choose bingo. They enjoy spinning the wheel to release the balls and match or identify number symbols. Children enjoy using the computer and operate simple programmes, use the mouse and develop their technology and communication skills as well as number, colour and literacy concepts. Children explore mark making and boys really enjoy chalking, making lines and circles, developing their early writing skills. Children are also observed using magnets and staff extend the interest. Before long several children are experimenting with different materials to see which are magnetic, developing their knowledge and understanding of the world around them.

Children health is well promoted in the setting. Consistent hygiene practices are applied, for example, use of gloves and aprons when changing nappies and regular checks of the bathroom area to ensure cleanliness. The spread of infection is minimised through hand washing routines and exclusion if children are unwell. Children enjoy healthy snacks and meals which are freshly prepared by kitchen staff, in hygienic surroundings. Children make healthy choices. They choose what they would like to eat from the good range available, tucking in enthusiastically, requesting more! Children are well hydrated as drinks are available during the day and children help themselves recognising when they are thirsty. Children have good opportunities for fresh air and exercise using the garden and range of equipment to encourage physical activity. Suitable clothing is provided so children can explore all weather elements and they enjoy being out in the rain chasing each other or gathering under the shelter. Children are well rested, they have opportunities to participate in quieter activities or sleep in cots or on mattresses where they have clean blankets and comforters. Staff are vigilant in supervising children during rest periods to ensure their safety and comfort.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

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### 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	3

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