

Chatterbox Day Nursery

Inspection report for early years provision

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Inspection date

20/04/2011

Inspector

ISP Inspection

Setting address

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Type of setting

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*.

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.

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Description of the setting

Chatterbox Day Nursery is one of two nurseries run by Chatterbox. It was registered in 2005 and operates from three rooms in a purpose-built building on a school site. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8.15am to 5.15pm for 51 weeks of the year. The premises is accessible.

The nursery is registered on the Early Years Register. A maximum of 43 children may attend at any one time. There are currently 66 children aged from three months to five years on roll, some in part time places. The nursery also provides care for older children and this provision is registered on the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 12 members of staff, 10 of whom hold appropriate qualifications to at least National Vocational Qualification Level 3. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is exceedingly well organised and efficiently managed. Children's individual needs are met well as staff are proactive in ensuring they have a good knowledge of their care and developmental needs. Effective partnerships between the nursery, parents and others have successfully created an inclusive environment where children and families are made welcome and included. Staff implement policies and procedures effectively to ensure children are safe and well cared for. The good quality teaching contributes positively to the good developmental progress children are making. The management and staff work closely together to ensure the ongoing improvement of the provision and use well-established systems to enable this to happen.

What steps need to be taken to improve provision further?

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

- improve further procedures for ensuring the premises and equipment are maintained in a clean condition, this specifically refers to the outside play space.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures in relation to child protection and maintaining a secure environment for children are effectively managed. Safeguarding training has been undertaken and policies and procedures are understood by staff and made available to parents. Recruitment and employment procedures are well managed and suitability checks are completed for all staff. The premises are safe and secure. Risk assessments and daily checks are carried out so that any identified hazards can be quickly dealt with. First aid trained staff are always available and procedures for managing accidents and administering medication are clearly understood so that children's good health is managed well.

The environment used by children, both indoors and outside, is well resourced, with a wide and varied range of equipment and resources easily accessible to children, enabling them to make their own choices about the activities they use. Toys, equipment and furniture are of good quality and suitable for the different ages of children. Staff follow good hygiene procedures in relation to maintaining the indoor toys and premises, although some aspects of the outdoor environment need attention. There are plans to continue to develop the outside learning area, which will enhance children's play opportunities further. The staff are very well deployed and a key worker system used, ensuring children are safe and receiving a high level of support. Regular staff meetings and appraisals ensure that staff are kept well informed and able to contribute their ideas and suggestions to the smooth running of the nursery. The views of parents are also sought in relation to some aspects of the provision, such as, the quality of the information provided at parents' evenings.

The contribution of parents and carers to the nursery and their child's development is encouraged. There is a very good two-way sharing of information with all parents and carers. Daily diaries provide information on children's activities and routines on a daily basis and are found to be particularly useful in the baby room. Parents are able to access their children's development profiles and to discuss their child's welfare and development with the key worker at any time. The welcoming reception area with photographic displays, information leaflets and nursery procedures also provides information for parents. Consequently, there is a very positive relationship between the nursery, parents and carers, ensuring each child's individual needs are met. Positive comments were received from parents who highlighted one of the strengths of the provision as being the quality of the staff. The nursery encourages parents and carers to support their child's learning by providing staff with information and contributing to children's daily diaries or learning profile. The nursery management has been proactive in developing links with local schools so that children are able to make a smooth transition into school. There are well-established links with other practitioners involved in children's care and the nursery's special educational needs coordinator works effectively in partnership with other professionals involved in children's care. This ensures the consistency of care and learning for all children.

The leadership and management of the nursery is exemplary. Staff receive a high

level of support from the management team. The staff understand their roles and responsibilities and work exceedingly well together as a team, seeing children's experience throughout the nursery as a whole picture. The professional development of all staff is exceedingly well supported, which contributes positively to the quality of care children receive. The management has excellent systems in place to monitor and develop the provision. Staff also have their own systems in place to discuss the curriculum to ensure children's progress equips them with the skills needed as they move through the different age groups of the nursery. A particular strength of the nursery is the attention given to developing a fully inclusive provision where all children receive an individual level of support that helps them flourish and make as much progress as they are able.

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

Children benefit from the staff's exceedingly good understanding of the Early Years Foundation Stage and child development. They are provided with rich, varied and imaginative play and learning experiences. The quality of teaching and learning is highly effective in enabling children to acquire new skills and make very good progress towards the early learning goals. The systems for planning activities and carrying out observations and assessment of children's progress make good use of the key worker system. Children enjoy the play-based activities that are clearly rooted around their individual interests and learning needs. The planning allows staff to use their good knowledge of children's interests while ensuring the curriculum covers all six areas of learning. Systematic observations enable staff to identify children's next steps which feeds into the planning, enabling children to move forward and make very good progress given their starting points.

Children are becoming independent learners as they make choices and decisions about the activities they use. The very good interaction from the staff means that children are well supported, provided with sufficient challenge and taught the necessary skills to be active learners. Children are well occupied with activities, either playing alone on self-chosen tasks or joining in with others playing cooperatively. They are interested in the activities and respond well to the staff, impacting positively on their behaviour, which is very good. As children develop and move from the baby room through the nursery to the pre-school they become increasingly confident, self-assured and independent. The good settling-in arrangements in the baby room provide a firm foundation for children to build a secure and trusting relationship with staff so that they can develop a sense of belonging and familiarity within the setting. Staff support children well as they move through the nursery, using visits to other classrooms so that the transition to other rooms become familiar occasions.

The foundation stage curriculum is used appropriately for the different ages of children, enabling them to develop sound skills for the future. Young children in the baby room begin to explore their environment using their senses as they investigate the stimulating and interactive toys. They look to staff for reassurance and affirmation as they use toys such as treasure baskets and musical instruments. The staff react to their developing communication by responding to their body

language, gestures and babbling. This helps them develop early skills for language and conversation. By the time children reach the pre-school room they are confident talkers who use language well to communicate and express themselves. Concepts of shape, number and colour are incorporated into many activities, enabling children to use their knowledge in practical ways. For example, using construction activities or wooden blocks to design and build structures. The environment is language and number rich with lovely displays of children's work, pictures and posters. Displays of children's work show their creativity and mark making abilities are developing well, with beautiful painted self-portraits and written words. Children enjoy exploring the outdoor environment. Children in the pre-school room cut out Easter egg shapes from card, which were hidden in the garden for them to find. Children have access to communication technology equipment, such as, manipulative and interactive toys and computers. Opportunities to learn about the wider world are provided through use of natural materials, engaging with plants and animals and also through visitors to the setting who share experiences with the children. Children participate in a range of activities that help them learn about other cultures and beliefs; this widens their understanding of similarities and differences and helps them become tolerant and accepting of others.

Children learn the importance of healthy lifestyles based on exercise, healthy eating and learning to manage their own personal hygiene. Children are provided with nutritious freshly cooked lunches, healthy snacks and regular drinks. All children access the outdoor play space daily throughout the year. Equipment is provided which helps children develop their physical skills, such as, coordination, balance, and large and small muscle development. The good supervision provided by staff and the well-organised daily routines help children take responsibility for their own safety and well-being. They are taught how to use tools and equipment safely and take part in regular evacuation procedures. Planned visitors to the setting and outings, such as, a visit from a police officer and an outing to the local fire station enable children to further develop their understanding of dangers and how to stay safe.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	1
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	1
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	1
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
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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	1
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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