

# Chatterbox Day Nursery

Bromfield Road, LUDLOW, Shropshire, SY8 1DR

<b>Inspection date</b>	24/09/2013
Previous inspection date	20/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and enjoy attending this warm and welcoming setting. They benefit from strong attachments with their key person and other staff, as they make good progress in their learning and development.
- Children are well safeguarded. This is due to robust recruitment and vetting procedures. As a result, staff have a comprehensive understanding of their roles and responsibilities in protecting children in their care.
- Staff give a high priority to help children to acquire communication and language skills and to support their physical, personal, social and emotional development. This helps them develop the skills needed to support their future learning.
- Accurate identification of priorities through self-evaluation and reflective practice provides systematic improvement to the quality of the nursery.

### It is not yet outstanding because

- The systems for monitoring the progress of groups of children have yet to be fully extended to ensure that gaps are narrowing effectively and children's learning and development is fully extended.
- There is scope to extend older children's experiences of self-care skills, in particular around meal times.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed children's activities both indoors and outdoors.
- The inspector spoke to children and parents during the inspection.
- The inspector spoke to the manager and registered person at appropriate times during the day.
- The inspector looked at policies and procedures, children's profiles and staff suitability documents.
- The inspector conducted a joint observation with the registered person of the nursery of children's activities.

## **Inspector**

Lesley Bott

## Full Report

### Information about the setting

Chatterbox Day Nursery was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within three rooms in a purpose-built building on a school site. The nursery serves the local area and is accessible to all children. It operates from Ludlow, Shropshire and there is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including two with an Early Years Foundation Degree.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 80 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- extend the system for monitoring children's progress to ensure gaps in attainment continue to narrow for all groups of children
- provide further opportunities for older children to develop their self-help skills at meal times. For example, by providing more opportunities for them to serve their own food and pour their own drinks.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are happy and enjoy their time at this welcoming and friendly nursery. They are well supported for transition onto school and their next steps in learning as staff have a strong understanding of the seven areas of learning. As a result, activities are promoted very well through comprehensive planning and monitoring. The quality of teaching is good. Staff ask children questions to help them make links in their learning and they give them time to think and respond. For example, when playing in the sand staff ask the children 'why do they think the sandcastle was too soft and collapsed' and 'what would happen if they added some water'. They engage children in play and give them praise and

encouragement to help them achieve what they set out to do. Each child has their own 'learning profile', which includes observations from their key person. Staff have a good knowledge of each child's learning and development needs. They use the information gained from their observations of their interests to effectively plan activities for the next week to help children move forward. Learning profiles are available to parents, and provide them with an overview of their child's progress and development. This in turn, enhances the opportunities for parents to share information about their child's achievements at home, and further involve them in their child's learning and assessment.

Children have good opportunities to learn about letters and sounds as they practise writing their names. Older children enjoy finding their name on their laminated place mat at meal times. This helps to support their literacy skills. Children are helped to develop a love of books from an early age and how to handle them with care. They like to look at picture books, listen to stories and sing action songs. Staff sit on the floor with younger children, pointing to pictures carrying out the actions to the nursery rhymes as they point to their head, shoulders, knees and toes together.

Children show enthusiasm and excitement for outdoor play. They take part in a wide range of activities and experiences and enjoy the ride on bikes, particularly the tractors. Children are encouraged and effectively supported by staff to enhance their physical skills. Babies have opportunities within the room to climb, crawl through tunnels, and practise their balancing skills. They show great confidence as they sit on the push along equipment and wave goodbye to staff as they scoot across the room. Consequently, children attending the nursery quickly grow in confidence and are supported well to acquire the skills and capacity to develop and learn. This ensures they are prepared for the next stages in their learning.

All children in the nursery are encouraged to develop their expressive art and design skills. Children take part in a wide range of creative play and explore different painting techniques as they use the easel and brushes independently. They take part in role play and dressing-up activities. For example, a child brings a pair of trousers to the staff member as they ask what they are for. Staff talk about the special 'magic' trousers, being anything the child wants them to be. This captures and supports children's interest and imagination. Staff skilfully use different materials, such as gloop and shaving foam to mark make and build snowmen and mountains from the foam.

Children's understanding of the world is fostered very effectively. Children are involved in planting and growing fruit and vegetables, such as, strawberries, potatoes and tomatoes. These are used within activities for the children to taste and sample their produce.

### **The contribution of the early years provision to the well-being of children**

This is a friendly and welcoming nursery where children settle at a pace that suits them and their families. As a result, children develop close bonds with their key person who knows them well. This helps promote children's well-being effectively. All children show a strong sense of belonging in the nursery and approach staff with ease to make their needs known. Staff sit close by or on the floor with the children, at their level which makes it

easier for the children to communicate when needed. Staff use an 'all about me' form with parents to ensure that children's needs are known when they first start and the transition from home to nursery is smooth. A 'special people' display board, which is positioned low down for the children to see and access, includes pictures of the children's family and friends to help them make associations, and recall people who are close to them as they settle in.

Staff are fully committed to ensuring that detailed and effective consideration is taken into account when children move rooms within the nursery, or leave the nursery to go on to school. Information is shared by the key persons to ensure continuity of care and learning. Children's personal, social and emotional development is fostered well. There are effective procedures in place to support and reward positive behaviour and self-esteem. For example, pre-school children enjoy the opportunity to sit on the 'gold' chair at meal times as a result of positive behaviour during the day. Consequently, children know and understand the boundaries. Children show that they feel safe and secure in the setting as they learn about procedures for evacuating the premises in an emergency. Staff remind children that only three are allowed at the water tray at one time. This means that children learn about the rules for sharing resources and space safely.

Children's health and dietary needs are met effectively. Children are provided with nutritious, well-balanced meals, which are cooked on the premises each day. Lunchtimes are sociable occasions and the children are keen to sit down to eat their roast turkey dinner. However, there is scope to improve children's self-care skills at meal times as staff do not allow the children to pour their own drinks or serve their own food. As a result, children's opportunity to consistently increase their self-care skills are not routinely developed.

Inclusion is given realistic and effective attention and every child and their family is warmly welcomed. The nursery has strong links with other agencies and professionals, who provide support with their specialist knowledge and skills. This enables the successful inclusion of children with any special educational needs and/or disabilities to ensure they have the necessary support to help them achieve well.

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

Leadership and management of the nursery is good. They are fully committed to improvement and the owner/manager continually reflects on practice to further enhance the provision. She demonstrates a good understanding of her responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage, and all required documentation is in place and maintained well. Staff have a comprehensive knowledge and understanding of safeguarding and welfare requirements and are aware of their responsibility to report any concerns. Comprehensive systems are in place to monitor the effectiveness of the educational programmes and to work with staff to analyse the quality of planning and assessment. This further promotes good continuity of care and learning. Annual appraisals and regular staff meetings are used to discuss any practice

issues. Professional development is actively encouraged and staff have attended a wide variety of training courses to enhance their knowledge and practice. As a result, staff are better informed to promote children's welfare and safety.

The nursery is safe and secure and required adult to child ratios are met or exceeded the majority of the time. All staff working in the nursery are appropriately vetted and all hold early years qualifications. Robust recruitment and induction procedures are in place to ensure vetting and assessing the suitability of all staff and students is embedded. Thorough induction procedures are in place to help new staff be confident and able to implement the setting's policies and procedures effectively. Children's safety and well-being are given good consideration. Effective staff deployment throughout the nursery ensures that children are well supervised and supported. Staff are vigilant and give good attention to daily routines, such as ensuring that children have free access to water at all times to ensure they remain hydrated.

Accurate identification of priorities through self-evaluation and reflective practice provides systematic improvement of the quality of the nursery. Action was taken in relation to the recommendation raised at the last Ofsted inspection. For example, the outdoor area has been promptly reviewed and improved through the purchase of a jet washer to ensure that equipment and the patio areas are maintained effectively.

The nursery liaises closely with other providers and a wide range of professionals, and they work together to support children and their families very effectively. However, there is scope to extend further the monitoring arrangements for different groups of children in the nursery identified as being in need of support, to ensure the gaps in their progress continue to narrow. Children benefit from strong partnerships between staff and their parents and carers. Parents are well supported to be involved in their child's learning. For example, they are provided with information in a variety of ways, internet, letters and parents noticeboard. Parents speak positively about the nursery, the progress their children make and they value the close working relationship with staff.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY304976
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	935889
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	43
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Joanne Ceri Van Mook
<b>Date of previous inspection</b>	20/04/2011
<b>Telephone number</b>	01584 875 386

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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