

Chatterbox Dover Park

DOVER PARK CP SCHOOL, Dover Street, Ryde, PO33 2BN

Inspection date

Previous inspection date

21/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- All staff, parents and children actively evaluate the setting to promote continual development.
- Staff support children with special educational needs and/or disabilities effectively and good interagency partnerships ensure they meet children's individual needs successfully.
- The safeguarding procedures are robust and effective to promote the welfare of all children.
- Good quality staff interaction and effective teaching techniques ensure all children continue to make good progress in relation to their starting points on entry.

It is not yet outstanding because

- Systems of gathering information from parents on children's learning and development starting points are not fully developed.
- The location of some outdoor activities leads to the youngest children becoming distracted, reducing their engagement at these 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 activities inside and outside.
- The inspector spent time talking with the owners, manager, parents, staff and children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Lisa Cupples

Full report

Information about the setting

Chatterbox Dover Park registered in 2013. It is one of three settings owned and managed by Chatterbox Nursery Limited and offers full-day care and out of school provision to children aged from two to 11 years of age. The setting operates from purpose-built accommodation in the grounds of Dover Park County Primary School in Ryde on the Isle of Wight. Children have access to an enclosed garden for outdoor play. The setting is also able to use the school facilities. It opens on weekdays from 7.45am to 6.15pm all year round, except for bank holidays.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 43 children in the early years age group on roll. The setting receives funding to provide free early education for children aged two, three and four years of age and welcomes children with special educational needs/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- improve the organisation and location of small group activities for the youngest children, to ensure they remain engaged in purposeful activities
- continue to develop and extend the information gathered from parents about children's starting points in relation to their learning and development.

Inspection judgements

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

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and its requirements. They implement the educational programmes successfully to promote the children's learning in all areas. Consequently, children are making good progress in their learning in relation to their starting points on entry. Staff spend time observing what the children can do and record the information clearly in the children's records. Staff effectively use the information alongside the children's interests and plan for the children's next learning steps. This information is shared with all staff, ensuring children's learning is extended at every opportunity. The children's key people gather a wealth of information about the children's welfare requirements from parents before the children attend. However, limited information about children's starting points in relation to their learning and development is obtained. This prevents staff from planning targeted and focused activities as soon as the children arrive.

All staff demonstrate good quality teaching skills and they sit with the children at their level, engaging them in purposeful conversation. Children recall past events and share personal experiences, such as talking about their families and social events. Staff are interested in what the children say and respond well, extending their vocabulary at every opportunity. Staff also encourage children to complete tasks they have started. As a result, children maintain their focus on activities for an extended time, which develops their concentration skills in preparation for future learning. For example, children are actively encouraged to complete the telephones they are making before going outside to use them. Staff support the children to solve problems independently by encouraging them to think about different ways to achieve their own goals. For example, children work out how to build high towers with construction blocks without them falling over.

Staff plan a range of adult-led activities alongside the continuous provision which means children enjoy a good selection of learning opportunities throughout the day. They work in small and large groups and benefit from one-to-one activities with staff. This promotes the children's social skills effectively, building their confidence and self-esteem successfully. Staff introduce targeted strategies to support less confident children, such as small group sharing games, and one to one adult support. Consequently, children are confident in all situations and openly share their ideas and thoughts. Staff ensure the learning environment is rich with text and numerals both inside and outside. As a result, children count at every opportunity and recognise numerals during activities, such as identifying how old they are on the number line. They make marks for a variety of purposes as they practise their early writing skills in different situations. Children are beginning to link letters to sounds and enjoy the song, letter and number of the week. This consolidates the children's learning through repetition as they begin to recognise letters and numerals during activities.

Children are developing a good understanding of the world around them. They celebrate a range of international festivals and enjoy creating artwork and listening to stories. Staff plan a wide range of planting activities and they ensure all areas of learning are covered outside. Children enjoy listening to stories and recall their favourite parts. Staff are skilled at bringing the books to life, using character voices, props and acting out the stories with the children. Staff organise the home corner well to attract the children's attention. As a result, this area is used frequently and children are able to express themselves freely as they act out personal experiences. For example, children go to the caf and they ask staff to write lists, so they do not forget anything.

The nursery has established good procedures to support children during their move to school. Children are introduced to their teachers and visit the local schools. Staff meet with local reception class staff and, with parental consent, they share key information to ensure the children's move to school goes smoothly. The special needs coordinator meets with the school coordinator to ensure children with any special educational needs are fully supported through the changes. Consequently, all children gain the skills they need to be ready for school or their next stage of learning.

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

All children are happy and settled during their time at the nursery. The staff team spend time getting to know the children well. Consequently, children's individual welfare, learning and developmental needs are being met. Children chat openly with staff and visitors as they share their ideas. This demonstrates that children feel safe and secure and are relaxed in their nursery environment. Staff and parents share information openly and as an ongoing part of communication and building positive and trusting relationships. As a result, this effectively meets children's individual needs, including health, dietary and cultural requirements, and preferences. The organisation of the session runs smoothly overall. However, the youngest children lose focus during some outdoor activities because they are organised next to the large fixed climbing apparatus. Consequently, some children become distracted and for a short time, they are not as engaged in purposeful activities as they are during the rest of the session. All children learn about the importance of keeping themselves safe through daily discussions and routines. Children often remind others of the safety rules, such as not running inside the building, holding scissors safely and picking up toys and resources that have fallen on the floor. All children and staff practise regular fire drills to ensure everybody knows how to evacuate the building safely in an emergency.

The nursery staff provide a healthy snack, consisting of fresh fruit or vegetables and a form of carbohydrate to maintain the children's sugar levels throughout the sessions. Snack time is a social event and staff sit with the children. They chat with each other and staff about the types of food that are good for them. Parents are able to purchase hot meals or provide healthy packed lunches for their children. All children have access to the enclosed outside learning environment where they experience an extensive range of activities. Outside play covers all areas of learning effectively. Children have many opportunities to practise their physical skills, both inside and outside as they learn about the importance of regular exercise. All children behave well because staff implement the clear rules and boundaries consistently. Staff actively recognise the children's efforts and achievements and take time to praise and encourage them. This builds the children's confidence effectively and helps them to develop a strong sense of right and wrong from an early age. Staff are all positive role models and consequently, children know what is expected of them and are polite and well mannered. Children are beginning to show consideration for each other during activities. For example, children share and take turns with ease and they work together to achieve specific tasks, such as building bridges and walkways with construction resources.

All children benefit from the open communication and two-way flow of information between the staff and their parents. Parents are able to speak with staff at any time and they know who their children's key people are. They have access to their children's records on request and are able to make written contributions about their children's learning. The parents spoken to during the inspection were very pleased with the progress their children are making at the nursery.

The effectiveness of the leadership and management of the early years

provision

The nursery procedures for safeguarding are comprehensive and effective. All staff understand the safeguarding procedures and know how to implement them to promote the welfare of the children in their care. The owner displays the Local Safeguarding Children Board's contact details and procedures for staff, parents and visitors' information. Staff discuss all safeguarding policies with parents to ensure they are aware of the nursery child protection responsibilities. All parents have access to hard copy policies and there are copies of all policies on display for them to read at any time. All children benefit from a safe and secure play and learning environment because staff carry out full written risk assessments covering all areas the children come into contact with. The owners implement robust and rigorous recruitment and vetting systems consistently to ensure all adults in the nursery are suitable to work with children. Visitors are required to sign in and out of the premises and must show their identification on arrival.

The owners, manager and staff implement rigorous self-evaluation procedures to identify priorities for further development to raise standards in the nursery. As a result of continual evaluation and reflective practice of staff, many changes have been put in place to improve the outcomes for children and drive improvement across the nursery. For example, children's records have been improved to ensure their next steps are recorded and tracked effectively to make tracking their progress easier. Staff have evaluated the sessions and identified the need to bring the morning snack time forward to help the youngest children settle down as quickly as possible. All staff, parents and children are actively involved in the evaluation process. This means that the views of all users are being valued to further drive improvement. Effective performance management and induction systems ensure all staff and students are confident in their roles within the nursery. The owner and manager work together to continually monitor the quality of staff practice. They identify training needs and review all paperwork to ensure it is maintained to a good standard. The manager monitors the quality of activities and experiences provided for the children. All staff complete regular training to ensure their personal skills and professional development continue to grow. As a result, staff are keen to improve the outcomes for all children who attend.

The nursery has strong links with a wide range of agencies to ensure all children's individual needs are met in the best possible way. Well-established and rigorous systems are in place to identify and support children with special educational needs and/or disabilities and those children who learn English as an additional language as soon as possible. The special needs coordinator is knowledgeable and works very closely in partnership with the parents to address any concerns. She implements individual strategies, agreed with parents, to ensure a consistent approach both at home and in the nursery for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY468015
Local authority	Isle of Wight
Inspection number	934997
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	45
Number of children on roll	43
Name of provider	Chatterbox Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07958054910

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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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