

# The Chatterbox Club Limited



Basnett Street Nursery School, Basnett Street, Burnley, Lancashire, BB10 3ES

## Inspection date

12 June 2015

Previous inspection date

2 December 2009

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

## Summary of key findings for parents

### This provision is good

- The management and staff team understand and fully meet the requirements of the Early Years Foundation Stage. They have an accurate view of their effectiveness and are committed to continuous improvement.
- The club is spacious and welcoming. A wide range of good quality play equipment is readily available to support children's learning indoors and outdoors.
- Effective partnerships with parents, other settings that children attend and other professionals involved with individual children ensure their needs are well met.
- Staff have positive relationships with children and successfully support their confidence and self-esteem. Children are learning to behave appropriately in response to the consistent expectations of staff.
- Challenging and motivating teaching and learning experiences help children to become active learners and make good progress.
- The club works very closely with the nursery school to ensure that safeguarding meets requirements.
- By the time children reach three years of age, they are well prepared for starting nursery school with essential social and learning skills.

### It is not yet outstanding because:

- Some good quality learning is disrupted due to routines and when teaching activities are not fully matched to a child's level of understanding.
- Opportunities for less experienced staff to learn from more experienced staff are not fully developed as a way of sharing some of the excellent practice.

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

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

- ensure that all staff are aware of children's abilities and able to extend their learning as they play alongside them, in order to enhance their progress
- improve the quality of the experience at routine times when children move from independent play to group activities, in order to retain positive, high-quality learning
- explore further ways for staff to share ideas and model highly effective practice to others, in order to extend the amount of high-quality teaching and learning.

### **Inspection activities**

- The inspector observed activities in the three playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and assistant manager of the club and spoke to staff and children during the inspection.
- The inspector looked at a sample of children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and discussed the club's self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day and from information included in the club's own parent survey.

### **Inspector**

Lynne Naylor

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children develop a keen interest in literacy. Staff provide props for children to handle and look closely at, such as carrots and potatoes, as they listen to a story about a vegetable garden. Children enjoy exciting, sensory experiences, which encourage them to practise making marks in readiness for later writing and develop their creativity. Children draw in coloured sand with brushes, paint at the easel using carrots and spring onions and draw on paper with breadsticks dipped in yoghurt. Staff support and extend children's mathematical learning as they play, for instance, they help them to count dice accurately as they stack them. However, sometimes children's learning is disrupted. For example, when they have to stop playing due to routine changes in the day and when planned activities are not adapted to better suit their needs.

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

Children make choices, for example, whether to play indoors or outdoors, what to play with and when to eat snack. Staff sensitively encourage children to persevere at tasks, such as peeling satsumas. As a result, children develop strong self-help skills. During planned food tasting sessions, children discuss nutrition and record their views on a chart. Children form secure emotional bonds with their key person. Staff use puppets to teach children about emotions and to respect the feelings of others. For example, the puppet doll feels sad when bitten. Staff effectively model polite, courteous behaviour and how to use equipment safely. As a result, children learn to use knives correctly and safely as they cut real vegetables in the outdoor play kitchen. Children develop strong physical skills. They develop balance and coordination as they walk across a rope bridge. They learn how to manage risks as staff sensitively encourage and support them to climb safely down on to the wooden stumps.

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

Since the last inspection, all aspects of the club have developed. An extension to the building and increase in the numbers of children have led to a larger staff team. A strengthened management and staff team share a commitment to build on the club's strengths using a wealth of qualifications and skills. There are positive improvement plans. The filming of activities is increasingly being used to monitor and discuss staff's teaching strengths and identify individual learning targets to improve their practice. The club is fully committed to staff development and allocates five days each year for whole team training. Many of the staff deliver high-quality teaching and learning, although, full use is not made of opportunities for less experienced staff to learn from the more experienced staff. Staff monitor the progress children are making and managers analyse the information to identify and address any possible gaps in each child's learning. Parents have access to a wealth of information about the club and are directed to the children's centre for support.

## Setting details

<b>Unique reference number</b>	EY305935
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	861880
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	68
<b>Name of provider</b>	The Chatterbox Club Limited
<b>Date of previous inspection</b>	2 December 2009
<b>Telephone number</b>	01282 457 235

The Chatterbox Club Limited was registered in 2005. It operates from the site of Basnett Street Nursery School in Burnley, Lancashire. The club employs 11 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, two at level 4, three at level 6 and one holds Qualified Teacher Status. The club opens from Monday to Friday, 8.45am until 3.40pm, term time only. The club provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

