

Chatterbox Day Nursery

Bromfield Road, Ludlow, Shropshire, SY8 1DR



Inspection date

2 November 2016

Previous inspection date

24 September 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|------|---|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- All staff work exceptionally well with external agencies to support children and their families. They swiftly identify those children who need additional support, helping children to excel in their development.
- Older children are exceptionally well prepared for school. Teaching in the pre-school room is excellent. Staff teach children letters and their sounds and mathematics using fun and exciting methods that enable all children to be fully engaged in learning.
- Monitoring of children's progress has improved since the last inspection. Staff are now more aware of the areas of their teaching that can be improved. This is helping to enhance children's progress in mathematics and understanding the world.
- Children's initial entry and their progression through the nursery are sensitively handled, as is the move on to school. Staff put the needs of children first. They discuss transitions with parents and carefully assess children's needs to fully prepare children for these changes.
- Staff successfully involve all parents in their children's learning. They invite them to parents' evenings and view their children's learning journal. Staff actively encourage parents to continue their children's learning at home by sharing ideas with them.

It is not yet outstanding because:

- Staff do not always plan as effectively as possible, in order to ensure babies and toddlers are consistently challenged to make as much progress as possible in their learning.

What the setting needs to do to improve further

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

- plan and provide activities that consistently build on babies' and toddlers' next steps in learning and challenge them to make the best possible progress from their starting points.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. He looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and viewed parent questionnaires to take account of their views.
- The inspector conducted a tour of the nursery. He also viewed the procedures for assessing risks throughout the nursery.
- The inspector spoke with staff and children throughout the inspection.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff go the extra mile to help improve outcomes for all children. Staff training in safeguarding has a positive impact on helping to protect children from possible abuse or neglect. Managers regularly audit and review staff practice. Managers set clear targets to help staff to improve even further. The evaluation of the nursery is accurate. Managers seek the views of parents and staff to help identify what can be improved. For example, they have improved communication with parents through social media in order to share information with parents in a more effective way. Staff seek the views of children by asking them what they think could be improved, such as changing the menu. They are currently developing more imaginative ways to find out what children like about the nursery or what changes could be made.

Quality of teaching, learning and assessment is good

Staff use their in-depth knowledge of children's interests and next steps in learning to provide interesting activities. Babies enjoy exploring using their senses. Staff encourage them to explore new textures as they feel baby powder on the table. Babies develop their confidence as they start to move their hands in the powder leaving marks. Toddlers are creative and show an interest in the outside world. They carefully glue paper to make wings for an owl during a craft activity. Toddlers explore different autumn leaves as staff talk to them about their colour and shape before gluing them to the owl. They are proud of their creations and staff reward them with a high five. Older children excel in their literacy development. Staff have worked hard to teach children early writing skills using the same strategies as school. As a result, older children are able to hold a pen correctly and write their own name and familiar words. This also helps to introduce them to learning at school.

Personal development, behaviour and welfare are good

Staff work well with parents to help ensure children attend regularly. They identify those children who have missed sessions that the nursery receives funding for. Staff sensitively discuss absence with parents. This helps to improve children's attendance and maximises their learning. Staff teach children good values. They are excellent role models and help children to show respect for others, tolerate differences and share. Children are very well behaved. This is promoted through staff's positive behaviour management strategies. For example, children and staff sing a song about walking feet to encourage children not to run inside. Mealtimes are well managed and the food served to children is nutritious.

Outcomes for children are good

All children make good progress from their starting points. Children whose starting points are below what is expected are swiftly identified and referred to other agencies for support. Staff adapt their teaching skilfully to support children who have special educational needs. Children develop the skills they need for the next stage in their learning. Babies sit at the table for activities and mealtimes in readiness for starting in the toddler room. Toddlers sit, listen and participate in group activities to help prepare them for pre-school. Older children are very independent. This is promoted well at mealtimes.

Setting details

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| Unique reference number | EY304976 |
| Local authority | Shropshire |
| Inspection number | 1064718 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 4 |
| Total number of places | 53 |
| Number of children on roll | 63 |
| Name of registered person | Joanne Ceri Van Mook |
| Registered person unique reference number | RP514610 |
| Date of previous inspection | 24 September 2013 |
| Telephone number | 01584 875 386 |

Chatterbox Day Nursery was registered in 2005. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including two with an appropriate early years foundation degree. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It cares for children who have special educational needs.

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