

Chatterbox Pre-School and Out of School Club

Ludlow Junior School, Clee View, LUDLOW, Shropshire, SY8 1HX



Inspection date

8 June 2017

Previous inspection date

12 May 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Prompt action is not taken to notify Ofsted and agencies with statutory responsibilities, such as the local authority designated officer, when an allegation is made against a member of staff. Consequently, the safety and welfare of children is not assured. This breach also relates to the requirements of the Childcare Register.
- Plans for staff's professional development are not yet fully effective to help raise their knowledge and skills to an even higher level.
- Staff do not support all children who speak English as an additional language as effectively as possible to help them fully use their home language in the nursery.

It has the following strengths

- Staff have worked hard to sensitively support children to move to the nursery from one of the provider's other settings that has closed. They have helped children to quickly feel secure in their new environment and form strong relationships with staff.
- Staff closely monitor children's progress. They swiftly identify children who have special educational needs and/or disabilities. Staff work well with other professionals to support children to make good progress.
- Staff observe children and plan activities to help them reach their next stage in learning. They inform parents of their children's development.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

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| ■ ensure that the provider and practitioner designated to take lead responsibility for safeguarding children are confident about the procedures to follow when an allegation is made against a member of staff, including notifying Ofsted and agencies with statutory responsibilities, such as the local authority designated officer, without delay. | 08/07/2017 |
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To further improve the quality of the early years provision the provider should:

- strengthen the evaluation of staff practice to help target professional development and raise the quality of practice further still
- build on the support for children who speak English as an additional language to further enable every child to use their home language in the nursery.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider and deputy manager. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider and the practitioner who takes lead responsibility for safeguarding children in the nursery did not take swift action to notify the local authority designated officer and Ofsted when an allegation had been made against members of staff. Despite this, arrangements for the recruitment and vetting of staff are secure. Managers complete checks to help ensure all staff working with children are suitable. They organise staff effectively to help maintain staff-to-children ratios. The provider and deputy manager review staff performance. However, they do not target professional development precisely enough to help all staff develop excellent knowledge and skills, in order to improve their practice still further. Managers use staff's feedback on how to enhance the setting, including how to develop the new areas of the nursery. Managers and staff support most children who speak English as an additional language to use their home language at nursery. However, they do not consistently provide all children with the same high level of support to enable them to do so.

Quality of teaching, learning and assessment is good

Children's engagement in learning is good and they enjoy the activities that are provided. For example, children in the pre-school room concentrate well and create pictures by using vegetables to print paint on paper. They mix paint together to make different colours. Staff's interaction is skilled as they help children overcome challenges, such as how to pick up a slippery onion. The activity provides children with opportunity to use their senses. For instance, they smell the onions, look at broccoli florets and feel the texture of cauliflower. Partnerships with parents and other settings children attend are strong to help promote continuity in children's learning.

Personal development, behaviour and welfare are inadequate

Children's welfare is not protected as staff do not demonstrate a sufficient knowledge of the safeguarding procedures to keep children safe. Nevertheless, staff supervise children well throughout the day and thorough risk assessments help to ensure children enjoy a safe and secure environment. Staff manage children's behaviour consistently and positively. Children share toys and learn right from wrong. Staff support children's healthy lifestyles effectively. For example, they work with parents to encourage children to make healthy choices of food and drink.

Outcomes for children are good

Children acquire the skills they need for school and make good progress in their learning. Babies are strong communicators. For example, they join in with song time by babbling and repeating the actions staff make. Toddlers have good listening skills. For instance, they listen to and make comparisons between the sounds of different sticks they tap against the fence outside. Pre-school children are active and develop good physical skills, including pedalling tricycles. Children have a keen interest in the natural world. For example, babies watch birds through low-level windows and toddlers find leaves outside.

Setting details

Unique reference number	EY400026
Local authority	Shropshire
Inspection number	1094068
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 8
Total number of places	64
Number of children on roll	129
Name of registered person	Joanne Ceri Van Mook
Registered person unique reference number	RP514610
Date of previous inspection	12 May 2015
Telephone number	01584 876 716

Chatterbox Pre-School and Out of School Club registered in 2009 and operates from the site of Ludlow Junior School in Shropshire. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above, including two at level 5. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.45am until 6pm. The nursery receives funding to provide free 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.

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