

Chatterbox Nursery

The Ashcombe School, Ashcombe Road, Dorking, Surrey, RH4 1LY



Inspection date	24 May 2018
Previous inspection date	6 October 2015

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are happy and secure. They display exceptionally strong bonds to all staff members, who are highly attentive and interested in each child and their changing interests.
- The staff provide a rich environment to help children to explore and become inquisitive. Children of all ages show very good independence in making their own choices.
- Children are very confident and show a real awareness of others. For example, older children happily help the younger children when playing together and like to show them how to work toys and support them to access play areas.
- Partnerships with parents and other settings that children attend are very strong. Every effort is made to share information consistently to provide them with a seamless joined-up approach to their learning.
- The team is fully involved in the evaluation process and completes comprehensive action plans that identify areas for change and improvement. The comments of children and parents are valued and used as a large part of this process.

It is not yet outstanding because:

- The monitoring system for observing the tracking of children is not consistently used as effectively as it could be to identify potential gaps in learning.
- Staff occasionally miss opportunities to help children to use their critical-thinking and problem-solving skills in their play and learning.

What the setting needs to do to improve further

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

- use the system for the monitoring of children's tracking more effectively to identify any potential gaps in their learning quickly
- provide more opportunities for children to use their critical-thinking and problem-solving skills in their play and learning.

Inspection activities

- The inspector had a tour of the areas of the nursery and was introduced to each staff member.
- The inspector spoke with parents and took account of their views and comments.
- The inspector sampled a range of documentation, including action plans for improvement, suitability checks, policies and procedures and children's developmental records.
- The inspector held a joint observation with the manager. The inspector also observed the teaching and the impact this has on children's learning and development.
- The inspector spoke with staff and children at appropriate times throughout the inspection. The inspector also discussed the arrangement and reporting procedures used to protect the welfare of the children at the nursery.

Inspector

Gwendolyn Andrews

Inspection findings

Effectiveness of the leadership and management is good

The manager has high expectations for the children and the staff team. She displays an unwavering dedication for her role and responsibilities. This is demonstrated in her extraordinary length of service. Safeguarding is effective. The staff are vigilant in the protection of the children in their care. They are confident in the procedures they would use to report any concerns for a child's welfare and in how to identify potential areas and signs of abuse. The manager has worked well addressing the recommendations from the previous inspection. Children now have many opportunities to use mathematical skills in their play and learning. For example, they use a ruler to measure the length of a crocodile and compare this to other animals they have measured. The manager uses robust risk assessments and recruitment processes.

Quality of teaching, learning and assessment is good

Staff know children well. They use the information gathered about children's own interests to plan precisely for their future development. Staff support all children in experimenting in their play. For instance, the abundance of sensory experiences helps younger children to use their senses, such as smell and touch, as they press and squeeze the various herbs. Older children enjoy making potions and using the mint leaves as small floating boats in the water tray. Staff help child to become aware of the wider world around them. For instance, children enjoy playing with the safari small-world figures and they learn about different animals and the sounds they make. Staff help children to develop early literacy skills. For example, they have access to a vast range of information books at each activity table to expand on their learning and understanding.

Personal development, behaviour and welfare are outstanding

The key-person system is highly effective in supporting children's well-being. Children's behaviour is exceptional. They respond well to the nurturing and caring staff team. Children demonstrate excellent levels of self-esteem and an awareness of their own abilities. The unique open designed play area gives children many opportunities to play with each other and staff encourage them to become very independent from the earliest age. Children talk expressively as they explore the differences in their eye colour as they look through the handmade telescope. This helps them to build a strong understanding about the differences in themselves and others and to build on important social skills.

Outcomes for children are good

All children develop well from their starting points, including funded children and those who have special educational needs. Children are enthusiastic and engaged. They explore with the early stages of technology in their play. For instance, they enjoy taking photographs on the cameras that are always available to them. Children develop the necessary skills for their future learning and their move on to school.

Setting details

Unique reference number	122660
Local authority	Surrey
Inspection number	1126779
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 4
Total number of places	15
Number of children on roll	23
Name of registered person	The Ashcombe School Governing Body
Registered person unique reference number	RP525503
Date of previous inspection	6 October 2015
Telephone number	01306 742050

Chatterbox Nursery registered in 1994. It is managed by the South East Surrey Schools Education Trust (SESSET) and is located within a building on the grounds of Ashcombe School, Dorking. There are six members of staff; of these, five hold early years qualifications at level 3. The nursery opens from 8.30am until 4.30pm from Monday to Friday, term time only. The nursery receives funding for free early education for children aged two and three years old.

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