

Chatterbox Childcare

17 Melville Street, Ryde PO33 2AF



Inspection date	28 August 2019
Previous inspection date	9 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Practitioners provide children with warm and nurturing care. All children have strong emotional bonds with their key person. They are happy, confident and settled.
- Children are regularly given opportunities to strengthen their early literacy skills. They are keen to explore books independently and mark-make with pencils. Babies use gestures to ask for their favourite stories, while older children use their knowledge of the book to tell the story.
- Practitioners use the large, stimulating garden to provide for babies' and toddlers' physical development. However, there is not enough physical challenge for older children to fully develop their large-movement skills. Children enjoy fresh air and exercise as they happily play with a wide range of resources, such as sand, water and toy bricks.
- Parent partnerships are good and parents speak highly of the nursery. The nursery communicates well with parents through a range of methods, such as newsletters, online journals and having an open and transparent approach to discussion.
- The nursery has strengthened its home-learning links with parents, with thought-provoking teaching ideas each week, for instance, focusing on stranger danger.
- The nursery manager is dedicated and passionate about her role. She works tirelessly to ensure that children with special educational needs and/or disabilities receive the additional support they need at nursery and for their transition to Reception.
- Practitioners in the baby room are highly skilled in their interactions with the youngest children. They provide a wide range of opportunities that build upon the babies' interests. For example, the babies were interested in bubbles so practitioners sang songs which involved making bubbles go pop.
- Quiet children are sometimes overlooked during play activities. As a result, teaching is not always highly responsive to individual children's needs.

What the setting needs to do to improve further

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

- develop the outdoor provision for older children so that it is challenging and supports their physical development
- enhance teaching practice so that all practitioners are highly responsive to individual children's needs.

Inspection activities

- The inspector observed play activities indoor and outdoors.
- The inspector sampled relevant documentation.
- The inspector spoke to parents and took account of their views.
- The inspector held discussions with practitioners.
- The inspector undertook a joint observation with the manager.
- The inspector held a leadership and management discussion with the manager.

Inspector

Natasha Jarvis

Inspection findings

Effectiveness of leadership and management is good

The manager reflects accurately on practice and uses this to expand practitioners' professional development and make adaptations and improvements. For instance, she changed how children are assessed and tracked so it precisely represents their current progress. Practitioners take part in supervision meetings regularly and the manager is focused on maintaining the positive well-being of her practitioners. Safeguarding is effective. Practitioners have a clear understanding of the importance of safeguarding and their role in protecting children. The manager has in-depth knowledge on all aspects of safeguarding. She works effectively in partnership with other agencies to ensure that her families' needs are met.

Quality of teaching, learning and assessment is good

The environment is inviting, with age-appropriate play resources. Practitioners provide engaging activities that encourage children to develop their senses. For example, practitioners set up a table with malleable soap and let the babies explore with their whole bodies. All children are inspired to problem solve. For instance, the older children work out how to use water to release a trapped toy in the water tray. Practitioners use children's interests to support their development. For example, practitioners placed a favourite toy just out of reach to encourage babies to reach for it by pulling themselves upright. Children are encouraged to explore the world around them through activities in the setting and trips out in the local community. In the pre-school, for example, practitioners provided a tray of branches, leaves and real bugs. Practitioners introduce mathematics throughout the children's play, such as talking about the shapes children make in the play dough.

Personal development, behaviour and welfare are good

Children are happy and engaged in play throughout the day. Practitioners are highly responsive to the needs of the younger children. Practitioners work in partnership with parents successfully to ensure that each baby's routine is the same as at home. This helps babies settle into the nursery extremely quickly. The nursery's chef provides healthy and balanced meals that children happily tuck into. Children's independence is promoted well throughout the nursery. For example, practitioners encourage children to use knives and forks, drink from cups and feed themselves. Children are inquisitive and ask questions about the world around them, such as when they ask about the different sounds they can hear from the garden.

Outcomes for children are good

Practitioners have high expectations of the children and their behaviour, resulting in a calming environment. Children make typical progress and are ready for their next stage of learning. Older children excitedly recalled to the visitor their outing to the circus, which was part of their leaving celebrations. The nursery works hard to ensure a smooth transition between the baby room and the pre-school. For example, practitioners take children on several visits, and wait until they are fully settled before they move rooms. Children with additional needs have their needs identified quickly and make typical progress.

Setting details

Unique reference number	EY488977
Local authority	Isle of Wight
Inspection number	10076471
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	80
Number of children on roll	115
Name of registered person	Chatterbox Nursery Ltd
Registered person unique reference number	RP530157
Date of previous inspection	9 June 2016
Telephone number	01983 616779

Chatterbox Childcare registered in 2015 at new premises in Ryde on the Isle of Wight. The nursery is open Monday to Friday from 8am to 6pm, all year round. The nursery employs 12 members of staff including the manager. The majority of practitioners are qualified at level 3 or higher.

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