

Inspection of Chatterbox House Day Nursery (Sidcup)

289 Main Road, Sidcup, Kent DA14 6QL

Inspection date:

6 November 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

The dedicated leadership team has worked hard with staff and other professionals to raise the quality of education at the nursery. For example, enhancements have been made to all rooms. Staff provide children with a variety of learning experiences based on their interests and the next stages in their development. Children enjoy their time at this nurturing and welcoming nursery. They share, take turns and use good manners. Children establish close attachments to staff, which help them to feel safe and secure. Children gain the skills they need in preparation for school. For example, children learn to dress themselves independently and form friendships. Children develop the skills that will help them to read and write. They use a variety of materials to make marks, which encourages their control and coordination. Children enjoy listening to stories, repeat familiar phrases and use books independently. Staff plan a curriculum that provides variety of experiences that help children to learn about people, families and communities beyond their own. Staff help children to understand similarities and differences of their friends and staff. For example, children enjoy looking at and discussing pictures of their families.

What does the early years setting do well and what does it need to do better?

- Staff are positive role models for children and involve them in learning about expectations around behaviour. For example, children are encouraged to create rules for the nursery and learn about how to keep themselves safe. Children behave well and develop good social skills. They play happily and confidently approach staff for help or to join in their play.
- Staff get to know the children and their families very well. Parents are complimentary about the care and learning their children receive. They feel well informed by the staff about the progress their children are making.
- Children benefit from a range of physical outdoor play opportunities. For example, they use a range of apparatus in the garden to help them practise their climbing, balance and coordination. Furthermore, staff provide extra activities to enhance children's learning. such as forest school, football classes and outings in the local community.
- The manager has high expectations for quality, and thorough self-evaluation across the nursery sets a clear direction for future improvements, taking account the views of staff, children and parents. Staff participate in regular supervision meetings. These help to identify areas for continued professional development. Staff attend training to help increase the learning experiences for children. For instance, staff have introduced signing to help support children's early communication skills.
- Staff provide children with healthy and nutritious meals and snacks. Drinking water is accessible to children throughout the day. However, staff do not always

provide further opportunities to extend their understanding of hygiene routines. Staff do not always support younger children to learn about why it is important to wash their hands.

- Children happily engage in a wide range of enjoyable activities. However, sometimes, staff do not organise the activities well enough to meet the needs of all the children. Group activities can be too large and do not fully sustain children's attention. As a result, children can become restless and bored.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff keep their safeguarding knowledge up to date. Staff have a good understanding of the possible indicators of abuse and the correct procedures to follow to raise concerns about a child's welfare. The manager has effective systems for recruitment, induction and ensuring the ongoing suitability of staff. Staff supervise children well to ensure their safety. They conduct regular safety checks on the premises and resources to help children remain safe and secure.

What does the setting need to do to improve?

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

- increase opportunities to help children learn about the importance of handwashing
- review the organisation of group activities to ensure that the children's individual needs are fully supported.

Setting details

Unique reference number	EY244989
Local authority	Bexley
Inspection number	10112503
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	60
Number of children on roll	49
Name of registered person	Chatterbox House Day Nurseries Limited
Registered person unique reference number	RP544905
Telephone number	020 8302 2727
Date of previous inspection	7 May 2019

Information about this early years setting

Chatterbox House Day Nursery (Sidcup) registered in 2002. The nursery is open each weekday from 7.30am to 6pm, all year round, except for bank holidays and one week at Christmas. The provider receives funding for the provision of early education for children aged two, three and four years. The provider employs a team of 11 staff, seven of whom hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector

Nicky Chambers

Inspection activities

- The inspector and manager completed a learning walk to understand how the curriculum is organised throughout the nursery.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector carried out two joint observations with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

We carried out this inspection 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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