

# Inspection of Chatter Tots

Kemsley Community Centre, The Square, Ridham Avenue, Kemsley, Sittingbourne,  
Kent ME10 2SL

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Inspection date: 5 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children arrive happily and immediately engage in self-chosen play. The environment is well organised to meet the needs of all children. For example, some children bath babies in a tuff tray. They towel dry them afterwards and hang up the towel ready for the next person. Other children play a game of snap together. Children have access to the outdoor area and have recently been involved in building a bug hotel. They enjoy finding pictures and matching them to the bugs they have found.

The newly opened baby unit is separate to the main room. It is well resourced and welcoming. At times during the day, babies join the older children for a story. All children have free-flow access to the garden. Babies have their own separate garden area, where they enjoy playing with sand and water. This area is currently undergoing some improvements, including having a new climbing area installed.

Children are sociable and communicate well with each other. At mealtimes, children enjoy healthy packed lunches. They talk to each other about their favourite foods and what their families enjoy eating. Children are learning how to recognise each other's feelings. Staff have high expectations of all children and promote their awareness of how others may feel. For example, when playing a card game, children with more cards are encouraged to share with those who have less cards.

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

- The manager is reflective and makes changes where things could be improved. For example, following parent feedback she has introduced a newsletter to provide them with more information about the early years foundation stage. The manager has actioned a new procedure for arrival and collection times following a recent incident. She has reviewed the risk assessment and put in place new safety measures. This ensures children's safety.
- The manager has a secure awareness of the needs of children with special educational needs and/or disabilities and works collaboratively with other professionals. Funding is used to provide activities and experiences for all children. Children learn about animals that they may never have seen before, such as hedgehogs. As a result, children benefit from new experiences and are ready to move onto their next stage of learning.
- Parents are happy with the setting and feel informed about their children's progress. During periods of time when the setting was only open to some children due to COVID-19 (coronavirus) restrictions, the setting kept in contact with parents. Children received activity bags to do at home. The manager has recently made changes to the key person for some children and not all parents are aware of this yet. However, this does not have an impact on the children's

learning and development.

- The manager is clear about what she wants children to learn and staff are clear about what they are teaching children. Older children are developing their independence. They are encouraged to open their own packets at lunchtime. Children independently wipe their own noses and put tissues in the bin. Children put toys away and hang up their aprons once finished with them. Staff promote early language development with babies. They sing to babies and read stories, repeating key words such as 'horse' and 'dog'. As a result, children's individual development is promoted well.
- The manager provides staff with opportunities to discuss children's learning and development. She understands the importance of monitoring staff's practice and checking their knowledge and understanding, such as safeguarding processes. However, sometimes, staff supervision is not consistently provided. Therefore, staff are unaware of areas to improve their practice. This does not have an impact on the overall quality of the provision, as the staff team communicate well with each other.
- Children's physical development is promoted. Babies who are beginning to walk are encouraged to have a go. Staff respond and comfort children who fall or tumble and motivate them to carry on. This has a positive impact on their self-confidence. Older children enjoy playing games such as 'What's the time, Mr Wolf?' Staff are available to support children when they need it. However, children independently take turns to count before running back to the start.

## Safeguarding

The arrangements for safeguarding are effective.

The manager understands her role as the designated safeguarding lead and makes sure relevant training is kept up to date. Staff know how to identify signs that a child may be being exposed to harm and their responsibility to safeguard children. Staff know where to find information to help them manage concerns, including should they need to make a referral to the local safeguarding partnership. Staff are aware of the new risk assessments put in place to ensure children are safe at arrival and collection times.

## What does the setting need to do to improve?

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

- enhance monitoring of staff practice to make sure they are developing professionally and this is having the best positive impact on children's learning and development.

## Setting details

<b>Unique reference number</b>	2545242
<b>Local authority</b>	Kent
<b>Inspection number</b>	10208794
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Chatter Tots Ltd
<b>Registered person unique reference number</b>	2545241
<b>Telephone number</b>	07921170381
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Chatter Tots was registered in January 2020 and is located in Kemsley, Sittingbourne, Kent. The setting is open Monday to Friday, from 8am to 6pm, all year round. The setting receives early education funding for children aged two, three and four years. The setting employs 12 members of staff. This includes 10 members of staff who have an early years qualification and two staff who are unqualified.

## Information about this inspection

**Inspector**  
Pippa Clark

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector sampled documentation such as staff files, first-aid certificates, and risk assessments.
- The manager and the inspector took part in a learning walk at the start of the inspection, to find out what staff intend children to learn and how they implement the curriculum.
- The inspector and the manager carried out a joint observation to find out how they evaluate teaching.
- The inspector spoke to staff and children throughout the inspection and gained the views of parents.

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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