

Inspection of Chatterbox Childcare

17 Melville Street, Ryde PO33 2AF

Inspection date: 6 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children run happily into nursery when they arrive and quickly engage in a range of activities, such as sensory play with foaming soap. They have strong relationships with the kind and caring staff. This helps children to feel safe and secure. Staff provide reassurance to children when needed and adapt the provision to help children settle. Staff know the children well and plan activities based on their interests. For example, children role play at being hairdressers with dolls. Staff have created a strong daily routine and have clear expectations for children's behaviour. Overall, children understand these expectations and follow them. For example, children listen to and then follow instructions well.

Staff lead group activities throughout the day to ensure all children benefit from the opportunity to participate. For example, children develop their listening and attention skills through a music group time. They are encouraged to lie down and calmly listen to the whole of the nursery rhyme before moving on to the next activity.

Children enjoy a range of challenges, such as climbing frames and balancing on beams outside. They learn how to navigate the garden on bicycles and scooters with support from staff. This helps to strengthen children's spatial awareness as well as their gross motor skills.

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

- Staff know the broad aims for children's learning, and there is a particular focus on children's personal, social and emotional development. However, some staff are unclear on the specific learning intentions for activities and how these support children's development. This means that some staff do not focus their teaching precisely enough to help children build on what they know and can do.
- Very young children have their needs met well, and routines are tailored to each individual to help ensure they feel safe and settled. Staff skilfully introduce children to new activities that engage their interests. For example, staff demonstrate pouring sand, which captures very young children's attention, and they are then eager to try for themselves.
- Children, including children with special educational needs and/or disabilities (SEND), make good progress in their learning and development. They are well prepared for their next stage of learning, such as school. Staff skilfully support children with SEND to engage with others or to participate in an activity when needed. They recognise that development for a child with SEND may be different to that of their peers. They ensure that they celebrate each individual's progress.
- The manager uses additional funding appropriately to meet the needs of each

individual child. For example, funding has been used to support children's personal, social and emotional development through books on particular subjects relevant to their needs. The manager monitors the effectiveness of this funding and plans ahead to ensure that children's needs continue to be met.

- The manager understands the importance of working with professionals when supporting children. She welcomes professionals into the nursery warmly and provides support to both children and the professionals as needed. This helps to ensure that children's well-being needs are being met.
- Staff develop children's early literacy skills in a range of ways. For example, children avidly watch staff perform a puppet show based on 'Little Red Riding Hood'. They also enjoy taking part in rhymes that begin to develop their understanding of letter sounds. Staff support children as they develop a love of reading. Children, including very young children, eagerly ask for their favourite stories to be read throughout the day.
- Parents comment highly on the nurturing and caring staff. They talk positively about the provision and the care children receive. However, they highlight that information about children's next steps, and how to support their child's learning at home, needs to be shared more. The manager has recognised this as an area she wishes to develop further and is already thinking of how best to strengthen these partnerships.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities in safeguarding. They know the signs and symptoms that may indicate a child is at risk of harm. Staff are clear on the process to follow when reporting a concern about a child. This includes staff knowing how to report an allegation to the relevant local safeguarding partners should the need arise. Staff demonstrate an understanding of a wide range of safeguarding concerns, such as radicalisation. The manager has a secure understanding of ensuring staff suitability during the recruitment stage. She also ensures their ongoing suitability through regular discussions.

What does the setting need to do to improve?

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

- support staff to fully understand the intent behind the curriculum to more precisely identify, and plan for, individual children's learning needs
- strengthen further partnerships with parents to make sure they know what their children are learning and how they can help their children's learning at home.

Setting details

Unique reference number	EY488977
Local authority	Isle of Wight
Inspection number	10306468
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 at time of inspection	0 to 4
Total number of places	80
Number of children on roll	70
Name of registered person	Chatterbox Nursery Ltd
Registered person unique reference number	RP530157
Telephone number	01983 616779
Date of previous inspection	28 August 2019

Information about this early years setting

Chatterbox Childcare registered in 2015 and is located in Ryde, on the Isle of Wight. The nursery is open Monday to Friday, from 7.30am to 6.30pm, all year round. The nursery employs 13 members of staff, including the manager. Staff who work directly with children are all qualified to level 3 or above. The nursery is in receipt of funding for two-, three- and four-year-olds.

Information about this inspection

Inspector

Natasha Jarvis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector sampled relevant documents and reviewed evidence of the suitability of staff.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.

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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