

Inspection of Chatterbox Private Day Nursery

1 WALKER STREET, NETHERTON, DUDLEY, WEST MIDLANDS DY2 0JT

Inspection date:

25 September 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff know how to build positive attachments with children. For example, they offer children cuddles, reassurance and praise as they play alongside them. This helps children to feel relaxed and safe and engage in new experiences. Staff successfully support children to follow the simple rules. Children are confident and behave well.

Staff plan a broad range of activities and experiences that support children's development across all the areas of their learning. They use a range of effective teaching strategies to support children's communication and language. For instance, the two- and three-year-old children thoroughly enjoy a collage-making activity. Younger children are engrossed as they watch the glue dribble from their glue spreaders. During such activities, staff use commentary to extend the younger children's understanding of language. They introduce new vocabulary to enable the older children to describe the materials they are using.

Children have lots of opportunities to build on their mathematic skills. For example, children count the pine cones as they fill and empty the buckets on the weighing scales. During such times, staff promote children's knowledge of number and compare weights. During water play, children join in and sing a song about five little ducks. Staff encourage the children to count the plastic ducks each time one is removed. They encourage the children to join in with the repeated refrains in the song. Staff provide babies with a variety of activities that promote exploratory and sensory play.

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

- The management team has worked very closely with the local authority advisors to ensure significant improvements have been made since the last inspection. As a result, the management team monitors the weekly planning of the curriculum. The team makes sure that this plan provides clear learning intentions across all the relevant areas of learning and that activities which follow children's interests are incorporated. Furthermore, managers hold regular supervisory meetings with each member of staff to discuss their well-being, their teaching practice and any concerns they may have.
- The special educational needs coordinator now works more closely with parents and outside agencies to get the help children need.
- The management team now makes sure that the food provided follows the government's dietary recommendations and meets the nutritional requirements of children.
- Staff regularly observe children and make accurate assessments of what children know and can do. However, on occasions, the staff who work with the two- and three-year-old children do not consistently build on what children need to learn

next. As a result, these children have fewer opportunities to embed the new skills they are learning.

- Staff use a screening programme to identify delays in children's use and understanding of language and to help them plan supportive interventions. They support children's literacy development well. For example, they regularly read to the children and promote their knowledge of letters and sounds.
- Staff provide the children with some opportunities to learn about animals from first-hand experiences. For example, the exotic animal expert recently visited nursery. Children were able to closely observe or hold snakes, lizards and birds. This, along with discussion, helps to consolidate children's learning.
- Staff work well together as a team and are positive role models in promoting children's good behaviour. Parents spoken to feel that staff support children to develop confidence in their own abilities. They feel fully informed about their child's progress and how they can support their child's learning at home.
- Children have opportunities to experience physical challenge and manage risks for themselves. For example, children confidently zoom around on the sit on toys, balance on the wooden beams and scramble up the climbing frame.
- The management team has a clear overview of the nursery's strengths and priorities for development. Consequently, there are clear actions plans in place to improve the overall quality of the nursery. However, there are fewer opportunities for children to gain an awareness of the cultural diversity between themselves and others in the wider community.

Safeguarding

The arrangements for safeguarding are effective.

The management team ensures that robust safer recruitment procedures are followed. Staff have a good understanding of the possible signs of abuse and a strong awareness of their responsibility to protect children from harm. There is a safeguarding display board for staff. This provides a constant reminder for staff and includes key information and best practice for making a safeguarding referral. Staff have completed 'safer sleep awareness for babies' training and they implement safer sleeping practices for babies. Staff thoroughly check all indoor and outdoor areas to identify and minimise any possible risks to children.

What does the setting need to do to improve?

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

- make even better use of the next steps identified for individual children's learning and development and increase the potential for children to make rapid progress
- enhance children's understanding of the wider community and each other's diverse cultures and lifestyles.

Setting details

Unique reference number	253794
Local authority	Dudley
Inspection number	10277774
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 3
Total number of places	38
Number of children on roll	50
Name of registered person	Peagram, Tracie
Registered person unique reference number	RP908750
Telephone number	01384 457771
Date of previous inspection	5 January 2023

Information about this early years setting

Chatterbox Private Day Nursery registered in 2000 and is situated in Netherton, Dudley. The nursery employs 10 members of childcare staff. Of these, two hold an appropriate qualification at level 5, six hold an appropriate qualification at level 3 and two hold an appropriate qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities. The nursery opens Monday to Friday, all year round, from 7.30am to 6pm, except for bank holidays.

Information about this inspection

Inspector
Linda Yates

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and the manager completed a learning walk across all the areas of the nursery to understand how the curriculum is organised.
- The inspector and the manager jointly observed two activities.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day.

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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