

# The Chatterbox Club Limited



Basnett Street Nursery School, Basnett Street, BURNLEY, Lancashire  
BB10 3ES

<b>Inspection date</b>	30 October 2018
Previous inspection date	12 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### The provision is outstanding

- Leaders place the highest priority on the professional development of staff. All staff are able to participate in a wide range of quality training, for example, they regularly attend high-quality in-house training regarding planning and assessment, and safeguarding delivered by the teaching staff of the adjoining nursery school. This ensures staff provide an exceptionally caring and stimulating learning environment for children.
- Regular and precise assessments of children's individual development ensure staff quickly pick up on any gaps in learning and put the necessary intervention in place.
- Children with special educational needs and/or disabilities and children who speak English as an additional language make excellent progress as staff provide for them particularly well.
- Partnerships with parents are exceptional. Staff work very hard to include parents in all aspects of their child's care and learning right from the start.
- Staff work closely with other settings and outside agencies involved in children's care, learning and development. This ensures continuity of learning. Where intervention is necessary, they swiftly secure this to meet each individual child's requirements.
- Rigorous hygiene and safety practices help to ensure children stay healthy and feel secure in an environment in which they thrive.

## What the setting needs to do to improve further

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

- monitor the impact that continued self-evaluation has on the already excellent quality of practice.

### Inspection activities

- The inspector held a number of meetings with the manager and the registered individual to assess the quality of leadership.
- The inspector conducted a joint observation with the manager and the registered individual to observe the standard of teaching and learning.
- The inspector observed the teaching and care practices of staff.
- The inspector analysed relevant documentation, including evidence of staff qualifications and the suitability of the staff in the setting to work with children.
- The inspector spoke to several parents and noted their comments.

**Inspector**  
Helen Heap

## Inspection findings

### Effectiveness of leadership and management is outstanding

The manager has completed a substantial self-evaluation of the setting which she uses as a working document to help deliver excellent learning practices and care of the highest quality. She recognises that she needs to continue to develop this in order to maintain an outstanding environment of care and learning. The manager's enthusiasm and approachable leadership style have helped her build an extremely strong and highly skilled staff team which she deploys extremely well so all children can flourish. Robust recruitment, detailed inductions and regular appraisals ensure staff recruitment is meticulous. Safeguarding is effective. Staff have completed extensive training in this area, so they have a thorough understanding of how to keep children safe.

### Quality of teaching, learning and assessment is outstanding

Staff make informed, regular and precise checks on children's progress so they have a clear overview of where each child is at in their learning. They use this knowledge and their exceptional skills to consolidate children's learning and keep them engaged in extremely well-planned and purposeful activities. Children show their independence as they readily scoop out powder paint before adding water to it and mix it so they can demonstrate their creations. They confidently cut with scissors and listen with great attention to stories. Staff use detailed introductions to explain the purpose of an activity and provide an interesting narrative throughout to help children understand what is happening. Staff ask children a broad and thought-provoking range of open-ended questions to check their learning and encourage their recall skills.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary, for example, during group activities children respectfully wait their turn to speak. Children learn about trees, leaves, life cycles and change in the outdoor environment. They also regularly access nature in the nursery school grounds, such as bird watching and going on bug hunts. This helps them to learn about different seasons, living creatures and to respect their environment. They participate in a range of festivals throughout the year that are meaningful to them, such as Christmas, Easter, Diwali and Eid and learn about people who are different to and the same as them. The setting has strong links with the local church and mosque. This helps children to celebrate the valuable contribution diversity brings to their life and to respect their own and other cultures. Children also learn how to lead a healthy lifestyle by eating a range of fresh fruit from different countries of the world at snack time and exercising regularly by balancing, jumping and climbing on the interesting and exciting grassy hill outside. They also take regular rests and drink fresh water daily.

### Outcomes for children are outstanding

From their starting points, children make outstanding progress. Very strong links with key persons help them to settle quickly. Children socialise extremely effectively and learn vital life skills, such as independence, turn taking and sharing particularly well. Speech and language is a particular strength of the setting and all children leave being able to communicate efficiently. Children are being extremely well-prepared for the next stage in their learning and their eventual move on to nursery and school.

## Setting details

<b>Unique reference number</b>	EY305935
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10070885
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	80
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	The Chatterbox Club Limited
<b>Registered person unique reference number</b>	RP525490
<b>Date of previous inspection</b>	12 June 2015
<b>Telephone number</b>	01282 457 235

The Chatterbox Club Limited registered in 2005. The club employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one at level 4 and two at level 6. The manager is level 5 qualified. The club opens from Monday to Friday, 7.45am until 5.45pm, term time only. The club provides funded early education for two-, three- and four-year-old children

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