

Inspection of The Chatterbox Club Limited

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

Inspection date: 13 September 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and find joy in this exceptional environment. The staff prioritise children's well-being, demonstrating deep respect for their emotional needs. This aids their quick adjustment to attending the setting. The organisation of the provision offers children unique learning opportunities, allowing them to explore their surroundings with curiosity while staff attentively follow their interests. Through high levels of interaction, all staff consistently build on each child's existing knowledge and capabilities. Staff foster children's special talents and interests by including them in their environment and allowing children the time and space to explore.

Children exhibit outstanding behaviour within the setting, and staff encourage them to share and take turns. Staff learn children's home languages and use this often in the setting. They also provide opportunities for children to learn about cultures and religions. For example, children learn about mosques and churches that they might visit with their families to understand the importance of different beliefs and values. This exposure helps them connect with their community and prepares them for life in modern Britain.

The provider possesses extensive knowledge about child development. This is shared with the dedicated staff team who are committed to ensuring equal opportunities for all children. Those with special educational needs and/or disabilities (SEND) receive excellent support to achieve considerable progress. The management team thoughtfully plans learning objectives, which are implemented during engaging, interactive sessions. Parents have reported that their children experience rapid progress right from their initial start at the setting.

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

- All staff are passionate about delivering an ambitious curriculum for all the children that they look after. The provider demonstrates a strong attention to detail and is committed to training its staff to uphold exceptional teaching standards. Consequently, children enjoy high-quality interactions and benefit from staff members who have a clear understanding of children's next developmental steps.
- Staff dedicate time to understanding the children thoroughly. This is achieved through settling-in sessions with parents and by being mindful of their children's emotional needs. As a result, the children gain confidence and foster relationships with their peers.
- The setting is led by highly skilled and passionate leaders who commit time to enhance their own skills as well as those of the staff. For instance, managers recognise opportunities for staff to expand their knowledge and prioritise these

areas during supervisions and through supplementary training courses. Staff members enhance their expertise in various aspects of children's development, ensuring that the quality of teaching remains consistently high.

- Children participate in daily circle times that focus on communication and language development. Staff members use puppets and songs to engage the children, creating a sense of anticipation that excites them. Young children remain engaged for extended periods, which significantly supports their social skills.
- Staff engage children in learning mathematical concepts through playful methods. Children construct with bricks of various sizes, while staff label the blocks as small, medium and large. Children are developing the ability to recognise different object sizes.
- Staff nurture children's curiosity by encouraging exploration. In the outdoor area, children use magnifying glasses to search for real spiders and their webs. They enthusiastically call for staff to come and see their discoveries. Through engaging in discussions about insects, staff facilitate children's learning about the world around them.
- Children with SEND receive exceptional support. Leaders collaborate closely with external agencies to ensure that individual learning plans are tailored effectively, enabling children to achieve optimal outcomes. Staff engage with these children through intensive interaction sessions, resulting in remarkable progress.
- Children are taught the significance of dental care. Staff provide dentist bags for families to take home and assist them in registering with a dental practice. Through exploring toothbrushes and playing with teeth models, children learn about oral hygiene and how to maintain their health.
- Children engage in play within the home corner, guided by staff members, as they recreate experiences they have observed. For example, they use play dough to shape roti and flip them in toy pans. This activity fosters their imaginative skills and helps them recall previous events.
- The well-being of staff is actively nurtured, creating a positive work environment that everyone enjoys. A culture of openness and respect fosters a sense of value among employees. The management team consistently supports staff through role modelling and ongoing coaching. As a result, overall staff morale is exceptionally high, with all team members showing dedication to their roles. This commitment ensures that children receive consistently high standards of teaching from motivated educators.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY305935
Local authority	Lancashire
Inspection number	10351358
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 3
Total number of places	80
Number of children on roll	39
Name of registered person	The Chatterbox Club Limited
Registered person unique reference number	RP525490
Telephone number	01282 457 235
Date of previous inspection	30 October 2018

Information about this early years setting

The Chatterbox Club Limited registered in 2005. The club employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 4 and one at level 5. The club opens Monday to Friday, from 8.45am to 3.40pm, term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Remi Stennett

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observation of a group time with the manager.

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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