

The Chatterbox Project

70 Booth Hall Road, MANCHESTER M9 7BL



Inspection date	23 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The manager does not ensure that staff consistently maintain an accurate daily record of children's hours of attendance, as required. This means that children's welfare is not promoted as well as possible.
- Settling-in procedures are not always effective. The procedures do not fully support young children to feel secure and confident in new situations.
- When planning activities staff do not focus sharply enough on what children need to learn next. This does not help children to make the best possible progress.

It has the following strengths

- Staff clearly care about the service they provide for the local community. They work hard to develop warm and supportive relationships with children and parents.
- Staff organise the environment well to support children's interests. This enables children to select resources easily and make their own choices.
- Staff positively promote children's good health. They maintain high standards of hygiene, provide nutritious meals and support children to brush their teeth.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure an accurate daily record is kept of the names of the children being cared for and their hours of attendance.	24/01/2019

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

- build on the procedures to help new children settle in, to enable them to feel more secure and confident in new situations
- strengthen the planning of activities to support children's individual next steps, to provide more challenge and maximise their opportunities for learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to staff, volunteers and children and completed a joint observation with the manager.
- The inspector held discussions with the manager. She looked at relevant documentation and evidence of the suitability of staff and volunteers working in the setting.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector
Jan Linsdell

Inspection findings

Effectiveness of leadership and management requires improvement

Children's attendance records are not accurately maintained, as required. This does not fully promote the safe management of the setting. Despite this, the manager demonstrates a commitment to improving practice. She is in the process of completing a quality-assurance evaluation with the local authority. Safeguarding is effective. Staff receive training in this area and they know what to do if they have any concerns about children or adults. Risk assessments and daily checks help to ensure the premises are safe for children. Staff receive supervision and they have some opportunities to attend further training. The manager works well with other professionals to promote children's needs. She is beginning to use systems to monitor children's progress.

Quality of teaching, learning and assessment requires improvement

Overall, staff accurately assess children's skills. However, they do not always use what they know about children to plan activities to promote their individual next steps in learning. Consequently, some activities lack enough challenge to enable children to make as much progress as possible. Nevertheless, staff interact playfully with children. They communicate very well with children and encourage them to use their 'big voice'. This positively promotes children's speaking skills. Staff politely ask children if they can join in with their play before doing so. They pose questions to encourage children to think and share what they know. Children show interest in the range of activities on offer. They particularly enjoy dancing along the musical floor mat and exploring the texture of ice. Staff share information with parents about children's needs and abilities. They are beginning to build on ways to strengthen their links with parents to promote greater involvement in children's learning.

Personal development, behaviour and welfare require improvement

Most children are happy and enjoy their time in this friendly setting. However, staff are not always effective in helping new children to settle in. This means, at times, young children become upset as they struggle to cope with new routines. Nevertheless, staff are kind and attentive to children's needs. Parents speak positively about the setting and report that staff are lovely with children and parents and that children look forward to attending. Staff model good behaviour for children to copy. They remind children of safety rules and they encourage them to take small risks, for instance, when they climb a ladder. Children develop a good understanding of how to be healthy. They learn how to wash their hands properly using soap. They help themselves to drinks from the water dispenser and enjoy climbing and balancing in the outdoor area.

Outcomes for children require improvement

Overall, outcomes for children are not consistently good. Children are not making good enough progress. Nevertheless, children gain some of the skills they need to help them become ready for school. For example, children learn to be polite and kind to others. They practise using small tools and develop an awareness of different shapes when they play with the dough. Children enjoy listening to stories and singing songs. They have some opportunities to develop their independence, for instance, when they help to clear away after lunch.

Setting details

Unique reference number	EY539593
Local authority	Manchester
Inspection number	10089690
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 11
Total number of places	24
Number of children on roll	66
Name of registered person	The Chatterbox Project Blackley
Registered person unique reference number	RP539592
Date of previous inspection	Not applicable
Telephone number	01617956162

The Chatterbox Project registered in 2016. The setting is supported by volunteers and employs two members of childcare staff. Both staff hold appropriate early years qualifications at level 3. The setting, which consists of a pre-school and an out of school club, operates during term time only. The pre-school opens on Wednesday, Thursday and Friday, from 9.30am until 1.30pm. It provides funded early education for three- and four-year-old children. The out-of-school club opens on Tuesday, Wednesday and Thursday, from 3.30pm until 5.30pm.

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