

Chatterbox Pre-School

Inspection report for early years provision

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Inspector Rachel Wyatt

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Chatterbox Pre-School opened in 1986. It operates from one room in The Memorial Hall in the village of Fernhill Heath between Droitwich and Worcester. The pre-school serves the surrounding area. Children have access to an enclosed outdoor play area. The group opens five days a week during school term times. Sessions are from 8.30am to 3.30pm.

The pre-school is registered on the Early Years Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 34 children aged from two to four years on roll, some in part-time places. The pre-school currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. Care is also offered to children aged over five years to eight years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There is one full-time and eight part-time staff who work with the children. Seven staff have early years qualifications to Level 3. One member of staff is working towards a Foundation Degree in early years. The pre-school provides funded early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy being at pre-school, relishing the rewarding activities and inviting surroundings both indoors and outside. Strong partnerships with parents ensure adults working with the children understand and successfully meet each child's individual needs and interests. Children make good progress in their learning and development and, in the main, there are effective systems to safeguard them and to promote their health and safety. Those involved in running the pre-school show a dedication and ability to maintain sustained improvement based on a generally sound appraisal of the setting's strengths and aspects to develop. In particular, children benefit from the group's ongoing plans for developing facilities and resources indoors and extending the range of experiences outside to now cover all areas of learning.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the following information is recorded for each child: the name and address of every parent and carer who is known to the provider, and which of these parents or carers the child normally lives with (Documentation).

06/11/2009

To further improve the early years provision the registered person should:

- improve procedures to ensure the prompt return of documentation relating to new committee members
- improve the content of risk assessments by clearly identifying hazards and the impact on children's safety, and improve the recording of safety checks.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the manager and staff understand their roles and responsibilities to protect them from harm and to take prompt, appropriate action if they have any concerns about a child's welfare. The setting has clear policies and procedures which are made available to parents and meet required duties and requirements, including reflecting local safeguarding guidance. Effective recruitment, vetting and staff development procedures ensure adults working with children are suitable, are well qualified and confidently carry out their duties. Ofsted is notified of changes to the committee but children's welfare is potentially compromised as recently elected new members have not submitted required documentation to ensure the prompt completion of checks.

Children are also protected because the setting is well informed about who has parental responsibility and legal access to children, and collection procedures are robust. However, whilst in most cases required details are obtained about children and their parents, there are omissions relating to parents' addresses in a couple of cases.

The outcomes for all children are consistently improved because the manager, staff and committee have a clear vision for ongoing development of the pre-school. For example, the garden area is consistently being developed so that it is a well-resourced, interesting area for children which foster their learning in all areas. Indoors new toys, equipment and resources, plus an improved layout, ensure children play and learn in a welcoming and stimulating atmosphere. The manager and staff have implemented plans to extend children's use of information technology and to improve facilities for food preparation. Improvements are sustained because they are based on sound evaluations of priorities, taking account of children's needs and the views of staff and parents. The setting seeks funding and accesses staff training to ensure changes are followed through and maintained. Recommendations from the last inspection have been tackled successfully to ensure planning takes account of individual needs and parents sign incident records.

All those working in the pre-school are dedicated to ensuring what they offer is accessible to all children and their families. For example, extending the outdoor provision to cover all areas of learning successfully caters for children's differing learning styles and has had a positive impact on boys' interest and abilities in numeracy and literacy. Where children need additional help or more challenge, the pre-school has a clear process for assessing the level of support and for working

effectively with parents and other agencies such as behaviour and speech and language therapists, the area special educational needs coordinator (SENCO) and support workers. Children's individual backgrounds and circumstances are valued and reflected in the pre-school, for instance working with the travellers' coordinator to ensure familiar toys and resources are in place. The many displayed visual prompts and signs are used well to support children's individual communication needs, and are useful reference points for all children about how different areas of the room are used.

Children benefit from the pre-school's good partnerships with parents and others involved in their care and education. Children attending more than one setting have continuity of care and education as the pre-school has good links with other providers. Parents are actively involved in their children's care and education. From the outset they are warmly welcomed by the manager and staff. They receive good quality information about the pre-school as part of settling in visits and, thereafter, through regular newsletters and informal exchanges with staff. Parents and carers are encouraged to express their views about their children's care and education, including contributing to their child's assessment records and reviewing their progress with their child's key person. Parents help in the setting. For example, children very much enjoyed sessions earlier in the year which fathers were encouraged to attend. Parents contribute to decision making, for example, by serving on the committee and providing feedback through questionnaires, and it is clear they appreciate the quality of the provision for their children. Children also feel valued and develop a strong sense of belonging as the manager and staff consistently encourage and follow up their ideas and choices in the activities and toys they provide.

The quality and standards of the early years provision and outcomes for children

Children make good progress, enjoy learning and develop skills for the future. Effective planning and assessment ensure each child is offered a rewarding and challenging experience across all areas of learning, which takes account of their individual learning priorities and interests. Parents are very much encouraged to share their views about their child's characteristics, skills and interests. Planning and support for children with special educational needs and/or disabilities is effective. The manager and staff confidently work with parents and other agencies to ensure clear achievable targets are in place for each child and that they have appropriate help, resources and equipment to enable them to achieve at their pace. Adults enthusiastically and effectively support children so they are eager to learn. They join in, are often purposeful and concentrate and persevere. Staff chat easily to children encouraging their interactions and successfully fostering their understanding, critical thinking and sustained interest through their questions and explanations. Children listen well, take turns in speaking and confidently share their news at circle time. They use numbers for counting and simple problem solving, for example, during outside play as they compare how many acorns they have collected, or help to manage turn taking on the trampoline by counting the numbers of jumps each child makes. Children are curious and inquisitive. They investigate different textures and materials, are curious about how things react,

change and work, and interested in features of the natural world. Children's ideas and imagination are stimulated by the inviting layout of activities, interesting toys and equipment, and the adults' contributions, for example, as a willing 'patient' during much enjoyed 'hospital' role play. Children feel valued as their choices are encouraged, their achievements celebrated and their good behaviour praised. They get on well, play cooperatively and are encouraged to take responsibility for their possessions and to be helpful. Children appreciate the wider aspects of the community through their play, discussions and learning about different festivals such as Eid, Diwali and Chinese New Year.

Children's good health and well-being are promoted. Staff are well informed about their individual routines, health, dietary and overall care needs and make sure these are met. Effective arrangements minimise the risks of cross-infection and ensure children who are ill, need medication or have an accident receive prompt appropriate treatment from a qualified first aider. Clear record keeping contributes to parents being kept well informed about their child's condition in such circumstances. Children demonstrate a sound understanding of aspects of a healthy lifestyle. They have plenty of fresh air, and enjoy being active, confidently using a wide range of wheeled toys and physical apparatus. Well-managed toileting and hand washing routines consistently promote children's awareness of good hygiene, and at the moment they are enthusiastically taking part in activities and discussions focussing on dental hygiene and the role of different health professionals such as doctors, nurses and dentists. Children make healthy choices about what they eat and drink during well-organised, social snacks and lunch times.

Children are looked after in safe, secure surroundings that are free from hazards. Staff are scrupulous about ensuring children are safe. They are carefully supervised and encouraged to behave in ways that are safe for themselves and others as they play, move around the building or walk to the garden. Children and adults often discuss safety issues so that they know how to use equipment and tools such as scissors correctly and everyone is involved in regular evacuation drills. Frequent safety checks are carried out there is limited recording of these and, although required written risk assessments are in place, they lack detail about some hazards so do not provide a fully accurate appraisal of safety issues.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met