



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205213

DfES Number: 514836

INSPECTION DETAILS

Inspection Date 23/03/2004
Inspector Name Rebecca Hadley

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Chatterbox Pre-School
Setting Address Fernhill Heath Memorial Hall
Working Mens Club, Droitwich Road
Fernhill Heath
Worcs
WR3 8RJ

REGISTERED PROVIDER DETAILS

Name The Committee of Committee of Chatterbox Pre-School

ORGANISATION DETAILS

Name Committee of Chatterbox Pre-School
Address Not Supplied
U/A

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about 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.

There are currently 56 children from 2 to 4 years on role. This includes 28 funded 3-year-olds and 5 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 08.30 to 15.00.

There is one full time and eight part time staff who work with the children. Four staff have early years qualifications to NVQ Level 2 or 3. There are currently four staff working towards a recognised early years qualification. The setting receives support from a teacher / mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Chatterbox Pre-School provides satisfactory care for children. Good use is made of available space to allow children to easily access all areas and activities. There are effective procedures in place for employing and inducting new staff and all staff are willing to further their expertise and knowledge through training. The group provides a welcoming environment for children and activities are set out before children arrive. Children have access to a range of toys which they can easily choose for themselves. Most documentation is in place, however, some is not always correctly filled in.

Staff are aware of issues relating to safety children's safety, however, the risk assessment is not regularly updated and the lack of organisation at times leads to some concerns about safety issues. Evacuation procedures are in place, but not all

children have an opportunity to practice them. There are clear procedures in place for protecting children from illness and infection. Children are offered varied, healthy snacks and drinks are available at all times. Staff are aware of their role in protecting the children in their care however, the child protection statement is incomplete.

Children have access to a wide range of age appropriate toys and activities to promote learning in all areas of development, however, at times, staff miss opportunities to extend children's learning and recording does not show how activities are planned to help children make progress. Staff recognise and respond to children's individual needs appropriately. There are clear and consistent methods in place for managing children' behaviour although organisation of some activities leads to disruption for some children.

The group works with parents and there are effective procedures in place for passing on information.

What has improved since the last inspection?

At the last inspection the pre-school agreed to; develop procedures for lost and uncollected children, to improve the child protection policy to include allegations made against a member of staff and to improve procedures for obtaining emergency cover. The procedure is in place for lost and uncollected children and for emergency cover, however, the child protection policy in the folder available does not state procedures to be implemented should an allegation be made against a member of staff.

The group also agreed to record times of arrival and departure of the children and the attendance of adults and children accurately. This has not been completed in full and improving the registration system is a recommendation from this inspection.

The risk assessment has been implemented as agreed, although it is not used as a working document.

The group agreed to nominate a registered person from the committee, a person responsible for behaviour management and for child protection. All are now in place and have obtained suitable clearances and knowledge.

They also agreed to obtain permission to seek emergency medical treatment and to maintain a record of all accidents. This permission has been sought for all children. The accident book is now regularly filled in, although it is not always signed by parents and this is a recommendation from this inspection.

What is being done well?

- Children have very good opportunities to develop their imagination and creativity. They are interested and excited to learn and experience new activities.
- Good use is made of available space. The room is divided into separate areas and the children are able to move freely and easily between activities.

- Equipment is laid out to allow children to freely and safely choose activities for themselves. They can ask for additional toys from the store cupboard and staff will help them to access them.
- Children have wonderful opportunities to learn about different cultures and countries.
- Staff have an excellent awareness that some children have special needs and they work with outside agencies to ensure that children's individual needs are met appropriately.
- Methods for managing children's behaviour are appropriate and consistent. There are simple group rules in place which are regularly discussed with the children and reinforce why specific actions and behaviour are unacceptable.

What needs to be improved?

- the organisation of arrival and departure times especially at lunchtime to ensure the registered number of children is not exceeded
- the registration system to clearly indicate how many children are on the premises at any one time
- cleanliness of home corner equipment
- the use of the written risk assessment in order to assist in maintaining a safe environment
- regularity of fire drills so that all children attending are able to participate
- the regularity of parents' signing details on accident and medication forms
- the information contained in the child protection policy to include procedures if allegations are made against staff.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations

by the time of the next inspection	
Std	Recommendation
2	Ensure that attendance records clearly show the arrival and departure times of all children.
2	Improve the organisation of arrival and departure times over lunchtime to ensure that numbers of children on the premises do not, at any time, exceed those stated on the certificate of registration.
6	Ensure that fire drills are carried out regularly so that all children are aware of, and have an opportunity to practice, evacuation procedures.
7	Ensure that parent's signatures are obtained for every entry in the medication and accident books.
13	Ensure that the child protection statement for the pre-school includes procedures to be implemented should an allegation be made against a member of staff.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Chatterbox Pre-School provides generally good quality nursery education. Most children are motivated to learn, participate in activities and are making generally good progress towards the early learning goals.

Teaching is generally good and staff have a basic knowledge of the early learning goals. Staff provide children with a variety of activities and opportunities to learn through play, however, they do not always encourage children to make the most of these opportunities to extend their learning. The organisation of group times such as story time sometimes leads to disruption and does not engage all children. There are consistent methods in place for managing children's behaviour and staff set clear boundaries and rules which are discussed with children at the start of every session. Staff sit with the children, talk to them and ask questions. Planning is linked to the areas of learning and assessments are carried out regularly, however, they are not used to plan activities to help children to move forward.

Leadership and management is generally good. There is a clear management structure in place and procedures to deputise are effective. Management and staff are willing to learn and move forward and are committed to providing a good standard of education and learning.

Partnership with parents is generally good and parents are encouraged to be involved in their children's learning. Information about the setting is available to parents and they are informed of their child's progress through daily feedback and open evenings.

What is being done well?

- Most children are motivated to learn and participate in activities. They are eager and confident to try new activities and to join in group discussions. They are aware of the rules of the setting and are developing an awareness of right and wrong.
- Children have very good opportunities to explore and investigate. They compare objects to look at differences and observe changes that take place during the different seasons.
- Children are developing a good understanding of people's differing cultures and beliefs through a variety of activities. They celebrate a range of festivals and are learning simple Japanese words and phrases.
- Children play imaginatively both individually and with their peers. Role play is well supported and the children have access to resources to encourage them to use their imagination and to act out familiar experiences.
- Children have access to activities to encourage them to use their senses.

They are able to describe what they see, feel, smell and taste using a variety of appropriate language.

What needs to be improved?

- the organisation of whole group times, such as story and singing times, to ensure that children are able engage in the activity without disruption
- opportunities to help develop children's sense of time and knowledge of past events
- staff awareness of their role in extending children's learning by encouraging children to fully participate in the wide range of activities and opportunities available
- the procedures for incorporating the outcomes of assessments into future planning to help children further progress across all areas of learning.

What has improved since the last inspection?

Improvement since last inspection is generally good. The group agreed to provide opportunities for children's work to be displayed and update the information for parents to include details of the educational provision.

Children's work is now on display around the room. The information given to parents includes details of education and displays on boards show the six areas of learning and how they are provided for.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Most children are interested, motivated to learn and participate in activities. They form good relationships, are sensitive to each others' needs and are learning to share and take turns. They can work as part of a group to complete tasks or independently alongside their peers. They are developing a sense of independence in some areas and are becoming aware of their own needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and use language to express ideas and feelings and to explore real and imagined experiences. They can recognise and identify their names, link sounds to letters and recognise that different words begin with the same sound. They practise mark making daily and are starting to form recognisable letters. Children are interested in books and sharing them, though they are not very aware that print reads from left to right across the page.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count to 9 and some to 15. They show an interest in number and can recognise and name simple shapes. They are developing a good understanding of addition and subtraction through practical activities and songs. They have some opportunity to use number and mathematical language in everyday situations and to solve simple problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and learn about their local environment and the wider world. They have visited a local farm and have looked at the changing seasons and weather to learn about the natural world. They enjoy designing and constructing objects using a wide variety of materials and have opportunities to experience using everyday information technology. They do not have many opportunities to develop their understanding of past events.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show good awareness of space both for themselves and for others. They move confidently with control and co-ordination and are able to negotiate obstacles. They can pedal, jump, crawl, run, throw and balance confidently using a range of large and small equipment and most children practise their physical skills daily.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children play imaginatively both individually and with their peers acting out familiar stories and situations. They enjoy exploring a range of media and materials and use these to construct familiar objects. They listen to music and are beginning to learn about different dances and instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop staff awareness of how to extend children's learning so that they can recognise and intervene when children need encouragement to fully participate in the wide range of activities and opportunities available
- link children's assessments with planning to help them further progress across the six areas of learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.