

Chatterbox Pre-School

Fernhill Heath Memorial Hall, Droitwich Road, Fernhill Heath, Worcestershire, WR3 8RJ

Inspection date	04/09/2014
Previous inspection date	09/10/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress in their learning and development because staff have a good knowledge of how children learn. They extend children's learning through play, and take into account children's individual interests and play preferences.
- Effective partnerships with parents and a well-established key-person system help children form warm and secure attachments, promoting their well-being and independence.
- The management and staff have a clear understanding of procedures for reporting any safeguarding concerns relating to the protection of children.
- Monitoring and self-evaluation are effective in maintaining continuous improvement in the provision.

It is not yet outstanding because

- Children do not have enough opportunities to see different kinds of print in their outdoor environment to further support their literacy skills.
- Staff do not always promote children's already good independence skills through routine activities, for example, at meal times.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the manager and staff.
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications, and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.

Inspector

Amanda Tompkin

Full report

Information about the setting

Chatterbox Pre-School was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from one room in the Memorial Hall in the village of Fernhill Heath between Droitwich and Worcester. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level three, including one at level 4. The pre-school opens Monday to Friday, term time only. Sessions are from 8.30am until 5.45pm. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's literacy development by creating an outdoor environment rich in print where children can learn about the written word, for example, by using more signs, posters and labels
- increase older children's already good independence skills by, for example, providing consistent opportunities for them to pour their own drinks at mealtimes.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

A varied educational programme ensures that all children make good progress in their learning and development. Staff have a good understanding of the Early Years Foundation Stage and use their knowledge to plan interesting activities for the children that meet their individual needs. Children's progress is monitored by the child's key-person who puts together a learning journal, which is used to plot and track their individual progress. This is used effectively to ensure there are no gaps in their learning and to plan for children's next steps in their development. Staff listen carefully to children's responses to their activities and use their opinions to plan additional changes. Parents have open access to their child's learning journal and staff complete daily diaries on each child. This promotes a two-way flow of information, knowledge and expertise between parents and staff and has a positive impact on children's learning.

Children's communication and language skills are promoted well because teaching is good and staff engage in meaningful conversations with them. Staff and children chat happily

throughout the day. This promotes the children's confidence and self-esteem skills, which will help them to make good progress in their learning. Children's physical development is supported well as the garden is a regular feature of children's play and learning. Children learn and see print in books, however, there are fewer opportunities for improving children's awareness of letters and words through the use of labels, signs and posters in their outdoor environment, to further support their literacy skills.

Children's move between the pre-school and local schools is well managed, with children's assessments following through with them. Children regularly visit the school and take part in activities with the older children. Consequently, children gain the necessary skills to support their readiness for the next stage in their learning. This is an inclusive pre-school where all children and their families are valued equally. There are effective strategies in place to support children with special educational needs and/or disabilities. For example, staff use effective teaching methods such as, pictures, signs and simple instructions. As a result, the gap is narrowing for those children who enter the pre-school with development which is below the expected milestones for their age.

The contribution of the early years provision to the well-being of children

Children feel secure and safe as staff are very attentive and respond promptly to children's individual needs. Children who are settling-in are given skilful care and attention. The key-person system is very effective in supporting individual needs because staff take time to get to know all of the children and build secure bonds. Initial information about children's starting points is obtained from parents and staff use daily diaries and discussion to inform parents of the day's events. Parents and family members are also invited to attend various stay and play sessions. This ensures that children settle quickly into pre-school. Children's health is promoted because the pre-school follows good hygiene procedures and practices, which meet children's physical, nutritional and healthcare needs. Children benefit from daily fresh air, when they develop skills in negotiating the climbing frame. This daily physical play contributes well to their good health and also helps children learn about safety and how to use resources with care and manage risks. Children are developing good independent self-care skills. Some use the toilet with confidence and ask for help if needed, while those in nappies are attended to effectively. However, some opportunities for children to serve themselves drinks during snack and meal times to further promote their independence are not always maximised.

The staff are good role models and use consistent strategies and appropriate explanations to provide children with a clear understanding of acceptable behaviour. Children receive gentle reminders to play nicely with the toys and share and take turns. As a result of this support, children behave well. Staff praise children for their achievements and this helps to boost their confidence and self-esteem. Children learn to keep themselves safe as staff support them to take managed risks such as, supporting children on the balancing beams and learning to cross the car park safely to reach the garden.

Children are well-prepared for the next stage of their learning because staff give careful consideration to preparing them for school. Parents are involved in the process and are encouraged to discuss their concerns regarding the move. Partnerships with the adjacent

primary school are very good, the reception teacher knows the children well because they often visit her classroom, as well as her visiting them in their own surroundings. The children also attend various events at the school throughout the year. These visits enable children to have a sense of belonging, as well as supporting their growing confidence and independence, aiding a smooth move to school. Children with special educational needs and/or disabilities are supported well. Staff create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence.

The effectiveness of the leadership and management of the early years provision

Managers and staff have a good understanding of the welfare, safeguarding and learning and development requirements of the Early Years Foundation Stage. Children are safeguarded well as staff have a very clear understanding of their roles and responsibilities in recognising signs of abuse or neglect and how to pass on any concerns effectively. Other procedures to further protect children such as, the maintenance of daily records, safe collection systems and seeking all necessary information at registration, are thoroughly carried out. Robust recruitment, vetting and induction procedures ensure staff are suitable for their role. Staff's ongoing suitability is supported through effective systems for supervision, appraisals and performance management. Good arrangements are in place regarding the programme for professional development, leading to a knowledgeable staff team.

Staff are aware of the importance of assessing and monitoring the planning and delivery of the educational programmes and seek advice and guidance effectively. For example, they work well with the local authority advisory team and use quality audits as a welcome support. Systems are in place to track children's progress and, where children may need additional support, specific activities are planned to meet each child's needs. As a result, any gaps in children's learning are closing and they are making good progress. This ensures that every child is supported well as they prepare for the move to school.

Staff demonstrate clear ideas about how to drive the pre-school forward and regularly reflect and evaluate their practice. The views and opinions of all those involved in the pre-school are sought and valued, including other professionals involved with children, children themselves and their parents. Parents are asked to complete questionnaires about how they feel the pre-school could improve and their views are also sought informally during conversations with key-persons on a daily basis. Partnerships with parents is strong and parents speak highly of the pre-school, expressing how well their children have settled and how all of the staff are kind, caring and welcoming to the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	205213
Local authority	Worcestershire
Inspection number	871102
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	22
Name of provider	Chatterbox Pre-School Committee
Date of previous inspection	09/10/2009
Telephone number	07733 031636

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

