



Chatterboxes Pre School

Inspection report for early years provision

Unique Reference Number	EY311445
Inspection date	03 July 2006
Inspector	Rebecca Brittle
Setting Address	Calvary Church of God in Christ, Moseley, Birmingham, West Midlands, B13 9SG
Telephone number	0121 464 1888
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Registered person	St Pauls Community Development Trust (508943)
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Chatterboxes Pre-School opened in 2005. It was previously registered at other premises for six years. It operates from one main hall within a community church building in Moseley, Birmingham. A maximum of 24 children may attend the setting at any one time. The setting is open each weekday from 09.30 to 12.00 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 38 children aged from two to under five years on roll. Of these, 21

children receive funding for early education. Children come from a wide catchment area. The setting currently, supports a number of children with special needs and also supports a number of children who speak English as an additional language.

The setting employs five staff. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from the spread of infection because staff implement effective hygiene routines. For example, encouraging children to wash their hands before snack. Children know and understand their own needs such as when they need a drink or to use the toilet. Children are adequately protected from the sun as parents apply sun cream before they arrive. Staff also maintain children's well-being in hot weather by ensuring they wear a sunhat. Children rest according to their needs, in the book corner. Children's health is maintained as staff manage accidents appropriately and implement consistent medication procedures. Children's physical development progresses well as they have regular opportunities to be active. For example, they take part in music and movement sessions indoors and a range of games such as tennis outside.

Children are adequately nourished as they have a choice of snack at each session. Staff encourage them to understand about healthy eating by providing a balanced range of food. Children develop a positive attitude towards food because staff sit with them as they eat, talking about what they have been doing and what they have chosen to eat. Children eat at their own pace and have second helpings if they wish. Children are suitably hydrated as they may help themselves to a drink of water at anytime. They also have a choice of drink at snack-time and staff offer further drinks after children have been playing outside or the weather is hot.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment. The main hall is decorated with children's work and staff prepare the room in advance, enabling children to play as soon as they arrive which helps them settle. Children are comfortable in the setting and move freely around the room. The temperature is maintained appropriately, ensuring children are warm or cool enough. Children have access to a varied range of resources, both indoors and outside. Staff present the resources imaginatively in order to attract children's attention. For example, some toys are laid out on the floor and some on tables. Equipment is arranged to ensure children have sufficient space to move around it and resources are plentiful, enabling children to play together at the same activity.

The staff place emphasis on maintaining children's safety. Children are safe because the building is secure, with staff opening the door to parents and visitors. Adequate

safety precautions ensure children's safety in the main hall. For example, wall heaters are protected with fixed guards. Children learn to keep themselves safe through discussion with staff. For example, before children use the outdoor area, staff talk to them about which areas are safe to play in due to ongoing maintenance work. Staff are deployed effectively both indoors and outside, which means children are supervised at all times. Children's welfare is adequately safeguarded because staff have a clear understanding of child protection issues, including possible signs of abuse. However, the setting has two written procedures for child protection, potentially delaying any referral to the necessary authority.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children take part in a variety of activities and play opportunities which they find interesting and enjoyable. Staff interact well with the children, involving themselves in their play and offering appropriate assistance. This helps to develop children's learning and development. Children have access to a suitable balance of free play and more structured activities which helps them learn to make choices. They are well occupied and often become engrossed in an activity such as using the computer or playing with dinosaurs.

Children form strong relationships with staff and peers. They play harmoniously in pairs as well as groups, sharing and taking turns well. For example, children participate in whole group activities such as show and tell with enthusiasm. Children benefit from gentle guidance from staff to ensure they experience the full range of activities, while still being encouraged to initiate their own games.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the Foundation Stage curriculum and early learning goals. They are deployed effectively, each taking responsibility for a specific activity during sessions. Effective use is made of the indoor space, giving children sufficient space to move around easily and play together in groups. Activity plans focus on the indoor area, leaving outdoors for mainly physical play. This means children do not regularly benefit from a different learning environment. Staff use time efficiently, always ensuring children have the opportunity to take part in the full range of activities. Staff adopt a calm approach to managing children's behaviour, offering them clear explanations so they always know and understand what is expected of them. Activities are planned in line with themes over each half-term. Staff ensure all activities are available to all children, regardless of their attendance pattern. Children's learning is enhanced as all activities are linked to the theme. For example, collage, story time and a music and movement session are all linked to an under the sea theme. Staff observe children as they play and use their observations to record children's progress and to plan the next steps in their learning. Activity plans do not allow for extending older or more able children's learning which potentially means they are not stimulated sufficiently.

Children take part in group sessions such as music and movement, with enthusiasm. They make choices about what they would like to play with, developing

independence. Children settle well and start to play immediately. They concentrate on their chosen task which means they are well occupied. Children form good relationships with their peers, playing well together in pairs and groups. They respond well to staff and often invite them to join in their games. Children speak with confidence in large group situations such as a show and tell. They listen to whoever is speaking and offer suggestions in response to questions. Children recognise familiar words such as their names on registration cards and enjoy listening to stories. Children have a clear understanding of number and use number names as they play. They recognise shape and discuss, for example, the shape of their toast at snack-time. Children talk about past experiences, demonstrating a sense of time and place. They recognise problems and suggest ways of solving them before asking for staff's assistance. Children develop physical skills during outside activities such as tennis and during music and movement sessions. They recognise the effect of movement on their bodies. For example, they understand that spinning round and round will make them dizzy so they fall over. Children use their imaginations as they play, moving in time to music and pretending to be different sea creatures. They recognise colours and talk about what colour cup and plate they have. Children enjoy singing and join in enthusiastically, suggesting verses for songs such as 'The Wheels on the Bus'.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated and respected as individuals. They develop confidence and self-esteem because staff encourage them to be independent and make choices. For example, children choose their food and drink at snack time. Children develop a sense of belonging, understanding that they are part of a group. This is demonstrated as children register themselves on arrival, selecting a teddy with their name and photograph to peg onto a line. Staff work closely with parents and other professionals to ensure children's individual needs are well met, including those with special needs. As a result, all children are offered an equal service and can take part in the full range of activities.

Staff use clear and consistent strategies to manage children's behaviour. They place emphasis on offering clear explanations to children before any activity, such as going outside, to ensure children know and understand what is expected of them. Children are rewarded for positive behaviour with praise or a certificate. As a result, children behave well. Staff encourage positive partnerships with parents and encourage them to stay with their child if they wish. Parents are happy with the service and the progress their children make. However, the group does not provide any written information for parents and the complaints log is incomplete. Children benefit from consistency of care as staff take time to talk to parents at each session.

Partnership with parents and carers is satisfactory. Staff ensure parents are involved with their child's progress by displaying activity plans so they know what their child will be learning. They also send a newsletter to parents each half-term, detailing the activities their child will be offered. Children's learning is enhanced as parents have the opportunity to take an activity, linked to current themes, to do with them at home.

The setting does not provide parents with any written information regarding the Foundation Stage curriculum. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Staff have satisfactory regard for children's well-being. They protect them from anyone not vetted as nobody other than staff, is left unsupervised with children. The staff group is stable which means children benefit from consistency of care. Staff are committed to improving and developing practice through ongoing training and regular supervision sessions. However, the setting fails to meet the regulations to ensure staff's ongoing suitability, to maintain staff's details on the premises and to have a policy for lost or uncollected children. This has the potential to compromise children's safety and well-being.

Staff are deployed effectively which means children are supervised appropriately. The setting has suitable contingency arrangements in place to ensure the group is adequately staffed and children's attendance is accurately recorded. The setting maintains some of the required documentation. For example, most of the required policies and procedures are in place though some are inconsistent as more than one policy covers an aspect of care. Overall, children's needs are met.

Leadership and management is satisfactory. Staff work well together and are committed to providing a good service to children and their parents. They meet together regularly to discuss future plans and children's progress. Staff welcome input and guidance from the Early Years Development and Childcare Partnership (EYDCP).

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- maintain a log of complaints made by parents and ensure parents are informed of all aspects of the provision by providing written information including admissions policy, hours, staffing and routines
- ensure staff records are stored on site, devise and implement a policy for lost and uncollected children and implement systems to monitor staff's ongoing suitability.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure children benefit from the full range of play experiences in the outdoor area
- extend children's learning by adapting activities to stimulate older and more able children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk