

# Chatterboxes Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	EY311445
<b>Inspection date</b>	02/06/2009
<b>Inspector</b>	Mary Kelly
<b>Setting address</b>	Calvary Church of God in Christ, Oxford Road, Moseley, Birmingham, West Midlands, B13 9SG
<b>Telephone number</b>	0121 464 1888
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## 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.

## **Description of the setting**

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. 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 and is accessed using one step.

A maximum of 32 children may attend the setting at any one time with children in the early age range. There are currently 35 children aged from two to under five years on roll. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

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

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. An inclusive and welcoming service is provided, where children are cared for by friendly, qualified and caring staff who have developed very positive relationships with the children and their families. Children enjoy their time at the playgroup and make good progress in all areas of their learning and development. Staff are very knowledgeable about the children in their care, which enables them to meet individual care needs and plan activities taking into account children's individual interests and abilities. All required documentation, including written policies and procedures, are in place and are in the process of being reviewed. All staff strive for improvement and are embarking to engage in a self evaluation process to identify further areas for development.

## **What steps need to be taken to improve provision further?**

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

- obtain information about who has legal contact with individual children; and who has parental responsibility for them
- review and improve the organisation of the setting's policies and procedures
- develop further a system for self-evaluation in order to regularly monitor the quality of care, learning and development opportunities offered to all children

## **The leadership and management of the early years provision**

Partnership with parents that is excellent, friendly, and a clear two-way process is fully engaged in. Clear information is shared with parents through regular informal discussions, half-term newsletters, informal open weeks for parents to have access to the developmental records of their child. All required documentation is in place, however, they are at present in the process of being updated. Staff value and

respect the role of parents and provide opportunities for them to engage in activities with their children through projects that the children do at home with their parents and return to setting, such as the 'fantasy bus'. Positive steps are in place to make links with other agencies and the staff have been pro-active in engaging with local school nurseries to pass on children's progress for the new term.

Robust procedures are in place to ensure that children are cared for by suitable staff who are appropriately vetted. Continuous professional development is valued as staff have regular opportunities to attend further training to enhance their qualifications and knowledge. Staff work well together as a team and inclusive practice is promoted well as children and parents are respected as individuals. Staff are dedicated at improving the care and education for the children, however they have yet to engage fully in a self-evaluation process, although they do discuss their vision for the future within the setting, to ensure that they are continually improving the setting and their practice.

Staff demonstrate a very positive attitude ensuring that children are kept safe whilst in their care. Security within the setting is good as internal exits are kept locked to ensure unwanted visitors do not gain access to the setting or present a risk to the children. All visitors are given access by staff who ask for identification and are asked to sign the visitors book. Staff are deployed effectively and children are supervised at all times to ensure their safety. Detailed risk assessments are completed and reviewed regularly to reassess potential risks and effective steps are taken to minimise these. Staff have a good knowledge of safeguarding procedures due to attending recent training and are fully aware of their responsibilities to protect the children in their care.

## **The quality and standards of the early years provision**

Strong emphasis is placed, by all staff, on the value of play and children are happily engaged in activities of their choice. All staff work hard to prepare the resources in readiness for children's arrival and ensure resources are rotated to maintain children's interest and parents acknowledge that they do more hours than they are paid for and even work on their days off. Planning is completed by the staff team and are based on current observations of children's strengths, areas for development and interests. Assessment records detail children's progress through regular observations which are recorded in their learning journals and staff use this knowledge to inform how they plan for children's next steps in learning.

All staff interact positively with the children, involving themselves in their play and offering appropriate assistance to enhance children's learning and enjoyment. Children absorb themselves in their play and enjoyed the indoor environment outdoors including 'painting the fence with coloured water', role play and construction using large cardboard boxes. Children also have regular opportunities to listen to stories and brought Goldilocks and the Three Bears story to life with the use of props. Parents are encouraged to look at books with their children through the use of the story sack scheme. Children benefit from a spacious outdoor area, and although they are not able to develop this area as they would wish they

ensure the children have a very good balance of activities and make the most of the area. Children's opportunities to engage in physical activities of their choice outside are promoted as staff regularly take children outside and are vigilant about their safety whilst they are in the outside area, by always ensuring the gate is locked when the children are in the garden and that the children are well supervised.

Staff have a clear and consistent approach to managing children's behaviour and are positive role models. Children behave well, demonstrating an awareness and respect for the setting's rules and routines. Children's efforts and achievements are praised and valued by staff and encouragement and praise is given consistently throughout the day. As a result, children's confidence and self-esteem is promoted. Children gain an good understanding of the wider world as they follow themes and projects, incorporating a number of different cultural festivals. Children also have access to a range of play resources and books that show positive images of culture, ethnicity, gender and disability. They are currently growing a variety of plants and vegetables for the children to taste. These have been planted by the children and one child said 'they will die if they are not watered, won't they?' and the children agreed to remind the staff to water the seeds.

The setting is safe, clean, and spacious and has many pieces of children's art work displayed. Children are supervised when going to the toilet facilities due to them being out of the main room, therefore promoting their safety. There are many opportunities for the children to be independent such as giving out cups and plates at snack time. Many of the parents have commented that their children have benefited from this nurturing environment whilst gaining skills. Clear risk assessments and safety checks ensure children enjoy a safe environment. Children are also beginning to understand how to keep themselves safe as they learn simple safety rules, including the skills required to follow the emergency evacuation procedure. Children's individual dietary needs are met very effectively, as these are discussed in detail with parents on admission. A very good range of healthy and nutritious snacks are provided by the playgroup. This includes fresh fruit, toast and crackers prepared on the premises daily. Children are able to pour their own water from jugs which are regularly topped up when required throughout the session, ensuring children remain hydrated.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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