

Chatterbox Out of School Club

Inspection report for early years provision

Unique reference number	EY393588
Inspection date	25/09/2009
Inspector	Deborah Ball
Setting address	Bitterley C of E Primary School, Bitterley, LUDLOW, Shropshire, SY8 3HF
Telephone number	01584 890228
Email	admin@bitterley.shropshire.sch.uk
Type of setting	Childcare on non-domestic premises

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 rates 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 08456 404040, 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.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Chatterbox Out of School Club has been registered since 2009 and is one of three settings run by Chatterbox Day Nursery. It operates from Bitterly C of E Primary School in Ludlow, Shropshire. The setting has use of three rooms with access to an enclosed outdoor play area. The club is open each weekday from 8am to 9am and 3.20pm to 6pm during school term times and from 8am to 6pm during school holidays.

A maximum of 24 children may attend the setting at any one time. There are currently 30 children on roll of whom six are in the early years age range. The provision is registered by Ofsted on the Early Years Register and on the compulsory part of the Childcare Register. The setting has procedures in place to support children with special educational needs and/or disabilities, and who speak English as an additional language.

A total of three staff are employed within the setting, all of whom hold relevant early years qualifications. The provider is working towards a Foundation Degree in Early Years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and secure in the setting, building positive relationships with their peers and the adults in a respectful manner. A close partnership with the school ensures that information is exchanged effectively to identify and meet children's individual needs and promote a consistent approach to specific requirements, expectations and the management of behaviour. Children make good progress in their development with a firm emphasis on their need for relaxation and social interaction before and after the structure of the school day. There is a strong commitment to on-going improvement although the current process of evaluating the quality of the provision is still in its infancy, particularly involving input from all concerned with the provision.

What steps need to be taken to improve provision further?

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

- extend the level of information recorded regarding children's abilities and stages of development, undertaking systematic observations to guide planning effectively for the next steps in each child's learning and development
- explore further strategies for involving children, parents and carers and staff in the process of evaluating the quality of the provision and its impact on improving outcomes for children.

The effectiveness of leadership and management of the early years provision

The club is well organised to ensure the safety of children. Safeguarding children is prioritised, for example, robust policies and procedures are implemented consistently to ensure children are safeguarded. Children are safeguarded by robust recruitment and vetting procedures. The staff receive training in child protection, so that any welfare concerns may be identified and responded to appropriately. The management takes effective steps to ensure that children are safe indoors and outdoors, and furniture, equipment and toys are suitable. All records required for safe and efficient management to meet all children's needs are well maintained and reflect current legislation. These include detailed risk assessments that are regularly reviewed with effective action taken to reduce hazards, for example, when children go on outings into the local community. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe.

The provider and staff have a clear sense of purpose with regard to meeting children's individual needs and developing their overall progress with specific attention to social and emotional development. The staff team hold a range of qualifications and experiences accessing a variety of training courses to expand and develop skills and methodologies in order to meet individual needs. Care and consideration is given to children with specific needs with staff working in close partnership with parents and other agencies where applicable to offer a consistent and professional approach.

The provider has begun the process of assessing the quality of the provision although the full involvement of all concerned is not yet established. Parental views and opinions have been offered verbally and the children do express their views through some activities although this has not yet been fully utilised to inform the evaluation of the service, reflecting on the impact the setting has on further improving outcomes for children. Staff work very well as a team, using their collective knowledge of each child to offer consistency and respect, encouraging children to develop their independence.

The partnerships with parents and the school are a key strength of the success of the setting. Parents express much satisfaction with the service, understanding that their children need this relaxed and more informal time in their busy day to balance the structure of the school with their social development. The current staff group has a sound knowledge of the children in their care, much of which is shared verbally with parents at the beginning and end of the day. Children's enjoyment is enhanced as they have ready access to a wide range of good quality resources and equipment and use the available space indoors and outside effectively with unobtrusive adult supervision to ensure their overall safety and well-being.

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

The adults' secure knowledge of the Early Years Foundation Stage (EYFS) helps children make good progress. Staff know the children well and can articulate confidently where each child is in their development. The process of obtaining information about children's starting points and recording observations and assessment is not yet formally established and this has the potential to hinder how any future staff may gain information about children's starting points and abilities. The flexible planning is used effectively as a framework for the staff to discuss with the children, many of whom then take off with their own ideas. For example, discussing boats, some children then plan a nature walk to find items to be used to create individual boats, eagerly setting off to explore the wooded area in the school grounds. The children made a wonderful selection of boats using materials such as twigs, feathers and string and walked with staff to the nearby ford to observe their boats in the water. This demonstrates how staff give careful consideration to ensuring that children's needs, interests and abilities are considered when offering opportunities for enjoyable and challenging experiences. Where necessary, staff adapt or use additional equipment to ensure that all children attending are supported in order to fully participate in experiences, discussions and making choices. Some activities are designed to gain insight into how the children enjoy their time in the setting although these comments are not yet being used to full effect to inform the setting's self-evaluation.

Children's behaviour is good as they learn to consider the consequences of their actions on others as well as for themselves. As staff know the children well, they manage behaviour consistently, ensuring that where appropriate, children understand that what they have done is unacceptable and that there are expected boundaries and codes to be acknowledged. Good manners and mutual respect are demonstrated throughout the sessions from both children and staff, giving children opportunities to develop a sense of responsibility. Older children show care and consideration for the younger children as, for example, one child is assisted by an older friend when learning their spellings. They remind their younger friends to use equipment safely and demonstrate how to use it properly. Younger children listen intently as older children read them stories.

A common-sense approach is adopted with regard to healthy eating as children have various choices throughout the week. Nutritious breakfasts including boiled eggs, toast, croissants and bacon sandwiches, enable children to get the most from the day ahead. Tea time menus include jacket potatoes served with chicken nuggets and sweet corn, beans on toast, fresh fruit and occasionally some biscuits as they become aware that no food is 'bad' but that it would be sensible to eat some foods in moderation in order to keep healthy. Fresh drinking water is available as some children understand the effect that exercise and exertion has on their bodies. Children engage in a wide range of physical activities, both indoors and out. For example, they play volleyball, tennis and use the gymnastics apparatus in the school hall and play football and cricket on the school field. As children contribute to the activities selected, they freely access outdoor spaces as, for example, they become 'nature detectives', discovering the treasures of hazelnut

cases and watching closely as a spider spins a web around a fly caught in its web before moving it into the eaves of the roof. Children look closely at butterflies and wild flowers and identify them using non-fiction books. They become absorbed in their activity as some children make sculptures and dens under the trees using twigs and grass. Children enthusiastically follow maps during a treasure hunt around the school grounds and prepare a flower bed before planting a variety of spring bulbs

Children understand about keeping safe as they recognise the boundaries of their behaviour, spaces they can access in the setting and use equipment and resources with care. They participate in fire drills regularly and ask permission to access the first floor room when necessary. Children understand the importance of good personal hygiene as the routines followed are in line with school procedures for consistency. This approach results in children who are confident and self-assured in the setting. Children learn to value and respect the differing needs of others in society. Their understanding of diversity and differences in society develops through celebrating various festivals, looking at other cultures, cooking and tasting different foods from around the world and accessing equipment which reflects the diversity of society.

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	3
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met