

Chatterbox Pre-School and Out of School Club

Inspection report for early years provision

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Inspection date	29/03/2010
Inspector	Fiona Robinson
Setting address	Ludlow Junior School, Clee View, LUDLOW, Shropshire, SY8 1HX
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Chatterbox Pre-school and Crazy Kids Club is one of three settings run by Chatterbox Day Nurseries. It opened in 2009 and operates from one main room in Ludlow Junior School, Ludlow, Shropshire. The club has the use of the hall, the Information Communication Technology (ICT) suite and the outdoor play area. There is disability access to the building. It is open each weekday from 8.00am to 9.00am and from 3.00pm to 6.00pm, for 50 weeks of the year. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 26 children may attend the setting at any one time. Currently, there are 34 children on roll, of whom two children are under five years of age. The setting supports children with special educational needs and/or disabilities. There are three members of staff and all hold appropriate early years qualifications to at least National Vocational Qualification at Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides a warm and welcoming environment where children feel happy and safe. They are fully included in a wide range of activities and benefit from the good partnerships between staff, parents, carers, and the host school. Children behave very well and are keen to come to the club. The manager and staff have a good awareness of the setting's strengths and areas for improvement. There is good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- develop the use of technology in activities
- develop planning and ways of recording this information.

The effectiveness of leadership and management of the early years provision

Safeguarding is good and staff have a good awareness of health and safety issues and child protection issues. Risk assessments are carried out regularly to minimise danger. Staff are deployed effectively and children are supervised at all times. Security within the setting is very good and staff are aware of their responsibilities to look after the children in their care. There are robust systems in place for parents to follow when collecting their children. There are also rigorous staff recruitment and vetting procedures, to check the suitability of the adults working with the children. Fire evacuation drills are practised regularly, so that children become familiar with the routine.

Partnerships with parents are good and they are warmly welcomed into the setting

every day to discuss their children's achievements. Feedback from parents is positive. They say that their children are happy to come to the club, because they have a lot of fun in a bright, stimulating environment. Clear, comprehensive information is shared with parents through newsletters and discussion. Staff work well in partnership with parents and carers and they have the opportunity to share the children's unique learning journeys on a regular basis. The relationship with the host school is good and the setting benefits from the use of its facilities, including the ICT suite and outdoor environment. Staff ensure a smooth transition to and from the club and also collect children from a neighbouring school. There are also effective links with outside agencies, concerning children with special educational needs and/or disabilities.

The club is well led and managed and good self-evaluation systems ensure that the views of parents and children are taken into consideration when identifying priorities for planning and resources. Staff are well-deployed and effective use is made of a good range of resources to meet the needs of the children. The manager and staff meet regularly to discuss activities and share assessment information. They demonstrate a clear idea of their strengths and areas for development. They are developing the use of technology in activities and exploring ways of recording their planning. Staff actively promote equality and diversity to an excellent level and ensure children are fully integrated in activities. They regularly monitor the children's achievements and set challenging targets. Staff work hard to enhance their qualifications and expertise and regularly access training. They work well together as a team and demonstrate a good, shared commitment to developing this setting.

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

Children benefit from well-organised and purposeful indoor and outdoor play. Staff put careful thought into the activities at the setting and value the children's ideas and include these when choosing what to do. They are developing ways of recording this planning as there is room for improvement in this area. Key staff evaluate the children's achievements effectively in their learning journeys and are skilled at recording their achievement and progress. Children achieve well in a bright, stimulating and fun-filled environment.

Children's health and safety is promoted well. They enjoy preparing their own pizzas with healthy toppings and learn how to make healthy choices at snack time. They pour their own drinks and independence is promoted well as they engage in physical play in the indoor and outdoor environments. They learn to stay safe and handle tools carefully when they construct models and prepare their own fruit and vegetables. They benefit from talks about safety and develop a good knowledge of how to keep themselves healthy and safe. Staff have high expectations of behaviour and are excellent role models for the children. Children behave very well and enjoy excellent relationships with staff and each other. There is excellent inclusion in activities and festivals such as Diwali, Christmas and the Chinese New Year enrich the children's experiences significantly. For example, they were interested to learn about the significance of Shrove Tuesday and enjoyed making

pancakes as part of their celebrations.

The children experience interesting and varied practical and play opportunities. They develop their creative skills well as they paint pictures and patterns for their art gallery. They create a colourful collage of a tiger and an intricate astrological chart for their Chinese New Year display. Personal development and language skills are promoted well. Staff encourage the children to play tabletop games and construct models. They cooperate very well when playing parachute games or tackling the assault course. Independent choices are made as they draw butterflies with felt pens and help to compile a Spring frieze. They are able to practice their skills on the computer in the ICT suite but staff are developing the use of technology in further activities and involve the children in the self-evaluation of their achievements, through the use of the digital camera. Children enjoy problem solving games and are keen to experience food-tasting as they learn about other countries and festivals. Overall, children develop their independence well and are well-prepared for life outside the school day and future learning experiences.

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	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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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	1
The extent to which children develop skills for the future	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