

Chatterboxes Pre School

Calvary Church of God in Christ, Moseley, BIRMINGHAM, West Midlands, B13 9SG

Inspection date	10/04/2014
Previous inspection date	02/06/2009

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

- Good quality teaching and the imaginative use of resources promote children's learning effectively.
- Staff deliver activities that include children's individual interests. Therefore, children remain focused and make good progress in their learning.
- Children are happy in the environment; they are comfortable and they form strong attachments with key persons.
- The management team and staff have a good understanding of their responsibilities to protect children in their care and to keep them safe.
- The partnerships with parents support children's care and learning well.

It is not yet outstanding because

- There is scope to enhance the monitoring of staff practice even further to enhance the already good quality teaching so that children achieve even higher levels of attainment.
- Staff do not always use the daily routines to help children learn about healthy eating.

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.

Inspection activities

- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector spoke with managers, staff and children.
- The inspector took account of the views of parents spoken to on the day and of their written reviews.
- The inspector observed activities in the main hall and during outside play, and carried out a joint observation with the manager.
- The inspector looked at documents including children's learning journals.

Inspector

Adelaide Griffith

Full report

Information about the setting

Chatterboxes Pre School opened in 2005 and is registered on the Early Years Register. It operates from one main hall within a community church building in Moseley, Birmingham. The pre-school serves the immediate locality and also the surrounding areas. It opens five days a week from 9.30am until 12.30pm during term time. Children attend for a variety of sessions and have access to an enclosed outdoor play area. There are currently 19 children on roll in the early years age group. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children for whom English is an additional language. There are currently four staff working directly with the children, all of whom have an appropriate early years qualification. One member of staff has a qualification at level 6, and three at level 3. The pre-school receives support from volunteers and from the local authority.

What the setting needs to do to improve further

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

- enhance the monitoring of staff practice even further to enhance the already good quality teaching so that children achieve even higher levels of attainment
- use routine activities more effectively to extend children's understanding of the benefits of healthy eating.

Inspection judgements

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

The staff have a good understanding of how to support children's learning effectively through planned activities. They take account of children's interests and use information gained from regular observations to deliver stimulating activities. For example, staff set out resources for construction play when children request these. Staff give clear guidance to help children understand how to balance their construction by building towers with foam blocks. They encourage children to think of ways to support the structure, for example, by using small props. The staff skilfully use the large group activities, such as circle time, to encourage children's talking and listening. They model how to talk by saying their names and greeting others. Staff allow time for each child to practise speaking in the group while they hold toys that help them to feel comfortable. They sensitively encourage those children who are still growing in self-assurance and praise all for their effort and achievement. Therefore, children develop the skills in listening, understanding and speaking through these activities. Story time, whether it is delivered indoors or outside, is an enjoyable and worthwhile learning experience for all children. Enthusiastic staff capture children's imagination very well by reading with expression and intonation. They involve

children fully by asking questions and by ensuring the younger ones have equal opportunities to respond. Staff reinforce learning covered during earlier activities, for example, by ensuring all children join in with counting and naming animals. They expertly support children's recall by linking activities with previous experiences. For instance, they make references to outings to the local park and children demonstrate good recall by acknowledging what is said. Children maintain concentration and participate willingly throughout the activities because staff are skilled at engaging them fully. This means that the staff are adept at helping children to develop a good disposition to learning. Consequently, children make good progress in their learning and development.

Staff invite parents to play an active part in the initial assessment of children's development when they start in the pre-school. An 'all about me' booklet is filled in with details about children's development and their interests. Staff plan activities around this information to help children during the settling-in phase. Subsequently, they discuss children's learning with parents in daily feedback and agree the next steps for further learning. Parents offer suggestions based on the progress reports which include the progress check at age two. Some staff speak children's first languages and this helps them to develop skills in understanding and speaking English. For instance, staff often use both languages to communicate. This means that children have a sense of belonging because they hear home languages while they learn English. This approach of bi-lingual communication also helps children to develop a firm foundation for their future learning. The staff also prepare children competently for their future learning at school in other ways. They include phonics activities, number skills and opportunities to listen as well as to speak so that children learn to express their ideas. Staff have discussions with parents about how they can best support children's writing skills. They share the understanding of helping children to develop good skills in pencil control in preparation for school. The staff set up activities in different sections of the hall on a daily basis. They follow children's lead to put out resources they have chosen for play. Therefore, there is a wide selection according to children's interests to promote play on their own, or with peers. All areas of learning are promoted effectively through the availability of a wide range of good quality resources. Therefore, children's play and learning are effectively supported in the pre-school.

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

The settling-in period is tailored to individual needs because staff allow time for children to grow used to the pre-school. This means children have ample time to form strong bonds with key persons who are assigned to each child. The staff work closely with parents by clarifying how best to meet children's needs. This means that in their practice, staff reflect aspects of what parents do at home. As a result, children experience a smooth transition from home to the pre-school. Owing to the time allowed for some children to settle, their movement into the pre-school is a good learning experience for those who already attend. They learn to accept new children and to form friendships that foster good relationships with their peers. During the last term of attendance staff frequently read stories about going to school. They liaise closely with teachers where children are likely to attend. When children have left, staff visit them at the new school to discuss how they have settled. Consequently, children are well prepared emotionally for their move to school.

Children play well together and are confident in their communication with staff. Some volunteer ideas for large group activities, for example, reminding staff that they can use the dice for number games. This indicates that children are totally at ease and feel at home in the pre-school. Staff use age-appropriate methods to promote children's behaviour and place emphasis on a consistently positive approach. Therefore, children receive guidance and support that promote their good behaviour at all times. Children learn about healthy options due to the provision of wholesome snacks. Slices of toast, fresh fruit and raw vegetables are well received and often children have second helpings. Staff competently promote children's self-help skills by encouraging all to serve themselves. They sit with children while they eat and promote their social skills competently. However, they do not always talk about the reasons for eating food served on a daily basis. Therefore, children do not gain a full understanding of the benefits of consistently eating healthily. Children choose drinks according to their preferences. For example, there is a choice of juice or milkshake and water is stored within their reach throughout the session. The daily routine includes physical play in the spacious outside area. Children learn about the importance of exercise as they run around during outdoor play with staff and peers. They take risks, such as walking on low beams with the support of staff. This means children have opportunities to develop balancing skills as they focus on walking from one end to the other, under close supervision. Therefore, children gain confidence while developing their large muscle skills. On occasions, staff take children on outings to the local park. While waiting at traffic lights children learn how to keep themselves safe when crossing roads. The wealth of learning experiences contribute to a stimulating environment which is well resourced with good quality toys and equipment. Therefore, children enjoy their time in the pre-school where their emotional well-being is effectively promoted.

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

The arrangements for safeguarding children in the pre-school are good. The management team and staff are well informed about their responsibilities to protect children in their care. This means children are kept safe. The manager and staff interact with one another in a professional manner. Consequently, they create a pleasant atmosphere and they are good role models for children whose well-being is effectively promoted. The manager is responsible for behaviour management which is regularly discussed in team meetings. Therefore, all staff have a clear understanding of managing children's behaviour effectively. These are some of the procedures included in the operational plan for the pre-school and staff read these during their induction. The senior management team follow the safer recruitment procedures to appoint new staff and they ensure all are vetted for suitability. They implement rigorous procedures to clarify that staff remain suitable to work with children.

The management team has a well-developed understanding of the learning and development requirements. Good progress has been made with regard to previous recommendations, in particular to review children's learning and development. One member of staff leads competently on this area of work. She collaborates with the

children's centre teacher to review the planning, and assessments are checked for accuracy at all times. Therefore, children's learning is well supported. The management team plan to focus on observing the quality of teaching delivered by all staff. However, this is not yet established to ensure the already good quality of teaching is enhanced even further to enable children to reach the very highest levels of attainment. Regular team meetings provide opportunities for all staff to critically evaluate the organisation of the pre-school. They have recently made changes to the layout of the hall to ensure the partially hidden book corner is now clearly visible. This means that children can be seen from any angle to ensure they are safe when playing without adult intervention. Parents consistently contribute to the self-evaluation of the pre-school. They complete annual questionnaires and spontaneously write comments on post-it notes which they attach to the comments tree. The management team are responsive to suggestions from parents, for example, to invite more parents to be involved in the learning activities. As a result, parents now make contributions to some activities, such as music sessions. Staff regularly ask children about the activities they enjoy and use the information to plan for further learning.

The partnership with parents is good. The management team provide a wide range of information and materials for parents. The key persons share information daily and develop successful working relationships that support children's learning and care well. Parents are pleased with the progress children make in the pre-school and they comment positively on the emphasis placed on meeting children's individual needs. They trust the staff to prepare children for moving on to school. This is supported by the feedback they have received about older children who have recently left the pre-school. Staff work regularly with other professionals to share information about practice. They have an awareness of activities delivered in other settings and how to complement these in the pre-school to support children's individual development.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY311445
Local authority	Birmingham
Inspection number	960082
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	19
Name of provider	St Pauls Community Development Trust
Date of previous inspection	02/06/2009
Telephone number	0121 675 3468

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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.

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