

Chatterbox Out of School Club

Bitterley C of E Primary School, Bitterley, LUDLOW, Shropshire, SY8 3HF

Inspection date	19/09/2014
Previous inspection date	25/09/2009

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

- The quality of teaching is good. Children develop the skills they need to learn effectively through interesting activities and experiences. Therefore, children's progress at school and pre-school is supported well.
- Children's behaviour is excellent. Staff use consistent strategies and provide clear guidance on what behaviour is acceptable. As a result, children respect staff and their environment.
- Staff are extremely knowledgeable of child protection procedures and are able to demonstrate how to keep children free from possible harm or abuse. Consequently, children are safeguarded well.
- Partnerships with parents are extremely strong. Staff share information from school and support parents with children's homework. Therefore, learning at home is supported well.

It is not yet outstanding because

- Children are not able to access resources independently indoors to extend their learning. As a result, learning experiences are not always rich and highly stimulating.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with children and observed activities in the library area, school hall and outdoors.
- The inspector viewed all relevant documentation, including: policies and procedures, safeguarding documentation and learning and development records.
- The inspector spoke with the provider and out of school staff throughout the afternoon.
- The inspector carried out a joint observation with the provider.
- The inspector checked the suitability of all those working with children to ensure they are safe and suitable to do so.
- The inspector sought the views of a range of parents during pick up times.

Inspector

Scott Oliver Thomas

Full report

Information about the setting

Chatterbox Out of School Club opened in 2009 and is one of three settings run by Chatterbox Day Nursery. It operates from Bitterly C of E Primary School near Ludlow, Shropshire. The setting has use of two rooms, with access to an enclosed outdoor play area. It is on the Early Years Register and the compulsory part of the Childcare Register. Children attend from the local area and beyond. A total of three staff are employed within the club, all of whom hold relevant early years qualifications. The club is open each weekday, from 8am to 9am and 3pm to 6pm during school term times and all children are invited to attend a linked setting, which is open from 8am to 6pm, during school holidays.

What the setting needs to do to improve further

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

- provide more opportunities for children to access resources independently to extend their learning and to enrich the indoor environment.

Inspection judgements

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

The quality of teaching is good. Staff are experienced and know children extremely well. For example, they provide elastic bands for children to make jewellery with and extensive opportunities for children to be outdoors. Therefore, activities and experiences are well matched to the individual needs and learning styles of each child. Children's progress is supported well by staff. Some staff work both within the school and the club, enabling them to transfer their skills to extend children's learning further. Staff work closely with the school and contribute to the schools targets. For example, the club provides time for reading each night to develop children's literacy skills. As a result, children have made good progress in this area. Teaching is differentiated well to meet the needs of all children who attend. The youngest children are supported purposefully by staff to develop the skills they need for the next stage in their learning. For example, staff use outdoor learning to enhance young children's physical development, as they demonstrate how to climb over tyres and kick balls. Consequently, children are developing the key skills they need, ready for the next stage in their learning.

Staff provide a broad range of activities and opportunities throughout the routine that enable children to develop well. The routine is consistent and familiar and staff have high expectations of children, as they expect them to follow the routine well. For example, when children arrive at the club they hang up their coats and place their bags in the designated area. Therefore, children are independent and able to take responsibility for their own belongings. Children's social development is promoted effectively. Staff model good social interaction and ensure there are many opportunities for children to develop

these skills. For example, children come together for meal times and tasks, such as working together to make a castle from building bricks. As a result, children form good relationships with their peers.

Staff get to know children well. When children first start they find out from parents, school or pre-school about children's prior achievements and what their interests are. They use this information to identify children's starting points in their learning. As a result, children are engaged well in their learning. The club works well with the school and pre-school to share information and observations of children's development. Staff know if children are making good progress at their main setting and what action is required to support those children who are not making the expected progress. As a result, gaps in children's learning are closing. Parents are kept updated about how children's development is being supported within the club and what new skills they have achieved. Due to the small number of children who attend and the strong relationships staff and parents have, this is done informally through conversations at the end of the day. This means parents have a good knowledge of children's abilities. Staff make regular observations of children. They use information from school or pre-school to plan activities that are well matched to the next steps in children's learning. Consequently, teaching enables children to make good progress from their starting points.

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

There is a small staff team who work with the children and there are strong bonds and attachments with families. The two staff who generally work at the club act as a key person and buddy key person to all children. Children generally choose their own key person based on the relationship they build with either member of staff. Parents know staff well and talk fondly of them, describing the special relationship they have. As a result, children have a warm relationship with staff at the club. Children are happy and enjoy being at the club. They are pleased to see staff when they arrive and are disappointed to leave at the end of the day. They are confident in a variety of situations, as they are willing to talk in front of other children during meal times. This means they are developing good personal and social skills. Staff encourage children to use their imagination through their enthusiastic teaching. For example, staff sit with children to create a castle out of building bricks and they ask what activities might happen at the castle, allowing children to extend the story by adding their own ideas. Consequently, children are creative in their thinking. The environment is welcoming and generally stimulating. There are a range of resources available to support children's learning and development and staff use them creatively in their teaching. However, not all the resources indoors are accessible to children, as they are stored elsewhere in the building. This means children are not able to access resources freely to extend their play. As a result, the indoor learning environment is not always very stimulating.

Children are very well behaved while at the club. They benefit from regular praise and encouragement. They play cooperatively together as they choose games to play with, which they adapt to involve all their friends. Staff enable children to manage conflict, as it occurs, by giving them the skills they need to find positive solutions. Staff use behaviour

management guidance, which they know well. As a result, they manage behaviour consistently and appropriately. Children act safely during their time at the club. They understand the safety rules and follow them well. For example, they know not to go beyond the boundary of the playground. As a result, children feel safe and secure.

Staff fully support children's understanding of the importance of healthy lifestyles. They access fresh air and exercise on a daily basis and talk to the children about healthy foods at meal times. For example, children explain that fruit and vegetables are good for you, they make you strong, and they help give you energy. Children are expected to clear their own plates and place them in the sink. Children wash their hands independently prior to meal times, as they know their hands need to be clean. This means children are fully engaged in activities to support their independence and develop their self-care skills.

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

The provider is dedicated to safeguarding children and promoting their well-being. They follow robust recruitment procedures to identify if all staff have the necessary skills and experiences to fulfil their role. Newly appointed staff receive a robust induction to ensure they know how the club works and to enable them to carry out their responsibilities correctly. All staff are subject to a Disclose and Barring Service check to be sure that they are suitable to work with children. As a result, all staff are highly skilled and appropriate to work with children. The provider carries out regular risk assessments to ensure children are free from harm and hazards are minimised. All staff have completed child protection training and have in-depth knowledge of how to protect children from possible harm or abuse. The provider has a robust understanding of the local safeguarding procedures and her role in managing allegations made against staff. Consequently, children are safeguarded well. Staff complete a range of training both mandatory and non-mandatory. They all have valid first-aid certificates and some have completed training to support children's literacy skills. This enables staff to keep children safe and support their learning effectively. The provider meets with staff regularly to monitor their performance and identify areas for development within their practice. The provider supports staff's development and mentors them by acting as a good role model. She acts swiftly to tackle underperformance, to ensure weak teaching does not impact on children's learning. As a result, staff are highly skilled. There a range of policies and procedures in place, which staff know well and use consistently in practice. Policies are available for parents to view if they wish. The provider updates policies regularly to ensure all requirements are met and they reflect current practice.

The provider has a robust understanding of how to promote children's learning and development. She routinely observes teaching to monitor the quality of activities and experiences provided for children. She provides feedback to staff on their teaching and planning. Therefore, the quality teaching and learning is constantly being improved. The provider is committed to working with the school and pre-school, to ensure children are making the expected progress. She takes action when needed to improve their progress, by guiding staff's teaching. For example, routines have been changed to allow children to

complete homework and reading each day to improve their literacy development. Through working with the school and pre-school, children who do not make the expected progress are quickly identified. They work with these settings to identify appropriate interventions and next steps in learning, which the club delivers comprehensively. As a result, gaps in children's learning are closed.

The provider completes written self-evaluation to evaluate the quality of the provision. She was unable to produce a copy of this at the time of the inspection. However, she was able to provide a detailed overview of the club's strengths and areas for development. Parents are very passionate about the club and extremely dedicated to develop the provision further. The provider uses the parent's views, as well as those of staff and children, to identify actions for future improvement. The provider has identified that children have limited access to resources indoors. The provider is currently working with the school to try and improve this. As a result, self-evaluation is precise and accurate. Partnerships with parents, school and pre-school are generally good. Staff at the club work well with teachers and the pre-school staff to share information about children's progress and to support learning consistently across all settings. As a result, children make good progress in their learning, both at their main provider and at the club. The staff have made individual agreements with all parents to complete homework or reading at the club. This is variable according to each child. The staff and parents work well together to ensure children complete their homework and staff provide feedback to parents if children need further support at home. Therefore, children's learning is supported effectively with parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY393588
Local authority	Shropshire
Inspection number	859535
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	45
Name of provider	Joanne Ceri Van Mook
Date of previous inspection	25/09/2009
Telephone number	01584 890228

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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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