

Chatterbox Pre-School and Out of School Club



Ludlow Junior School, Clee View, LUDLOW, Shropshire, SY8 1HX

Inspection date

12 May 2015

Previous inspection date

2 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Management oversee the educational programmes for children, making sure that their starting points and interests are clearly identified and that the next steps in their learning are clear. As a result, children make good progress towards the early learning goals.
- Staff provide good opportunities for children to be physically active and take risks in their play outdoors. For example, children practise riding bicycles without stabilisers, thereby effectively supporting their balancing skills and growing confidence in their own abilities to have a go.
- Management make sure that all staff, other professionals, parents and their children are effectively included in the self-evaluation processes. This helps to identify areas for further improvement. Consequently, improvements are driven forward, so that all children benefit from attending the setting.
- Staff are knowledgeable about the possible signs of abuse and effectively identify any risks to children in the indoor and outdoor areas. This, and robust suitability procedures, makes sure that children are kept safe and well.

It is not yet outstanding because:

- Staff provide fewer opportunities to promote children's interest in the local environment to further their learning about the world around them.
- Staff do not always maximise opportunities for younger children to make informed choices during their child-initiated play, to further foster their skills in independence.

What the setting needs to do to improve further

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

- enhance children's interests in the world around them, for example, by providing outings to places of interest, such as visiting local shops and places of worship in the local environment
- maximise younger children's independence skills, for example, by providing prompts so that they are encouraged to make informed choices about what they want to do during their child-initiated play.

Inspection activities

- The inspector looked at a range of documents, including evidence of staff suitability, qualifications, training and the provider's self-evaluation and improvement plans.
- The inspector observed a variety of activities in the indoor and outdoor play areas.
- The inspector conducted a joint observation with the manager, held meetings with the manager and the registered person, and held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day.
- The inspector looked at a range of documentation and records, including the policies and procedures of the setting, and children's learning and developmental records and files.

Inspector

Mary Henderson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use a range of positive teaching strategies that effectively engage children's interests. For instance, children enjoy stories about the bear hunt and then take turns to draw maps and hide the bear from their friends. During such activities, children show excitement and enthusiasm, and are keen to be involved. This supports children's communication, language and personal, social and emotional development. Older children enjoy circle time with their friends and identify the weather, the day and the date as they look and read prompts around them. This supports older children's literacy and problem-solving skills and, as a result, their readiness for the next stage in their learning and school. Younger children enjoy exploring sand play as they drag the rake tools to make marks. This helps to support younger children's literacy and creative development. Children's interest in animals is fostered because they receive a visit from the animal man who talks to them about the lives of reptiles and insects, thereby fostering their understanding of the world. There are, however, fewer opportunities for children to explore the world, through outings in the local area, such as visiting shops and places of worship.

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

Children develop close emotional attachments with their key persons. As a result, children develop resilience and behave positively with one another and staff. Older children's independence is effectively promoted as they discuss what they would like to do during their child-initiated play. However, some younger children, who sometimes need more support to make informed choices, struggle to consider what is available. Consequently, some younger children's independence is not fully maximised to further enhance their already good skills. Discussions about a healthy diet during snack time foster children's growing awareness about a healthy lifestyle.

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

Management and staff have a good understanding about the learning and development requirements, and the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are effectively supported and receive coaching and guidance to develop their skills. They are well-qualified and attend a range of training to keep their knowledge fresh and up to date. Following training to support two-year-old children during circle times, they now enjoy 'Listen with Lucy' and show great interest as they take it in turns to talk and listen. Older children are also supported because staff attend training in supporting their communication and language skills. Consequently, staff training has a positive impact on all children's learning and development.

Setting details

Unique reference number	EY400026
Local authority	Shropshire
Inspection number	1010746
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	155
Name of provider	Joanne Ceri Van Mook
Date of previous inspection	2 June 2014
Telephone number	01584 876 716

Chatterbox Pre-School and Out of School Club was registered in 2009. The setting employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, one holds a level 4 and three hold a level 3. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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