

Chatterbox Pre-School Limited

United Reformed Church, Saffron Lane, Leicester, LE2 6TE



Inspection date	5 May 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff promote a calm and relaxed environment. Children choose from a wealth of interestingly presented and enticing resources and activities. They thoroughly enjoy their learning and become quickly absorbed in their play.
- Children's behaviour is very good. Staff are excellent role models and offer consistently good support to help children to explore their environment and develop their independence safely.
- The managers and staff have established strong relationships with other professionals, agencies and other early years settings. These result in well coordinated and effective strategies that promote the good progress of all children.
- Staff establish good relationships with parents. They exchange important information about their children's care and development. Staff actively invite parents to share information about children's interests and achievements from home.

It is not yet outstanding because:

- Managers do not have a fully established system to monitor all groups of children and to precisely identify any gaps in learning to help them catch up quickly.
- Managers do not always delegate tasks effectively to enable them to consistently focus on supporting staff and raising the quality of teaching still further.

What the setting needs to do to improve further

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

- strengthen the monitoring of children's learning to measure the progress of different groups of children to precisely identify any less obvious gaps in their learning and target support even more effectively
- reconsider the delegation of managerial tasks, in order to consistently implement performance management arrangements and to raise the quality of teaching still further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Claire Jenner

Inspection findings

Effectiveness of the leadership and management is good

Overall, the pre-school is very well managed. Managers and staff are qualified and experienced. They are very committed to providing high-quality care and learning for children. Recruitment procedures are robust. A clear induction procedure, ongoing supervision and appraisals, mean that staff are confident with their roles and responsibilities. Self-evaluation includes the views of staff, parents and children to help target plans that drive continued improvements. The arrangements for safeguarding are effective. Managers and staff are confident in how to identify any concerns about a child's welfare. Child protection procedures are very clear and readily available to staff and parents. Daily risk assessments of the environment help to ensure that any risks to children are removed.

Quality of teaching, learning and assessment is good

The enthusiastic and committed staff have a very good knowledge and understanding of how children learn and develop. The quality of their interactions with children are very good. Staff complete regular and accurate assessments of children's achievements. They plan effectively to make sure that children are challenged to reach the next stage in their development. Staff are very effective in supporting children's communication and language. They use well-timed questions to encourage children to think, describe or explain. They regularly use props and visual aids to support children's understanding. Children develop an understanding of the world as they learn about the life cycles of butterflies. They plant and tend to flowers and vegetables in the outdoor area. There are numerous opportunities for children to practise their early writing and mathematical skills inside and outdoors. Children recognise, and make good attempts to write, their names. During routines and activities they count, identify shapes and begin to solve simple sums.

Personal development, behaviour and welfare are good

Children show a real sense of belonging. They are secure and happy and form strong relationships with staff and other children. The established key-person system supports the settling-in process. Children are aware of boundaries and expectations and are respectful to each other. Constant praise and positive reinforcement from staff promotes children's self-esteem. Parents develop trusting relationships with staff. They praise them for getting to know their children and making sure their care and learning is tailored to their individual needs. Children are given clear and consistent messages about adopting a healthy lifestyle. They are encouraged to have a healthy diet, follow good hygiene routines and be physically active. They enjoy regular play outdoors in the pre-school's well-resourced garden.

Outcomes for children are good

All children make good progress in their learning in relation to their starting points. This includes those who speak English as an additional language and children with special educational needs or disability. Children who receive additional funding benefit from the increased staffing levels. Children are well prepared for the next stage in learning and for school.

Setting details

Unique reference number	EY497171
Local authority	Leicester City
Inspection number	1035794
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	38
Number of children on roll	90
Name of provider	Chatterbox Pre-School Limited
Date of previous inspection	Not applicable
Telephone number	07847114126

Chatterbox Pre-School Limited was registered in 2016. The pre-school employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday term time only. The pre-school is open from 8.20am until 3.30pm. Sessions are from 8.45am until 11.30am and 12.30pm until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs or disability and children who speak English as an additional language.

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