

Chatterbox Pre School

Building 10 Trenchard Lines, Upavon, Pewsey, Wiltshire, SN9 6BE

Inspection date

29/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children benefit from individualised learning and care which effectively meet their needs and support them to make good progress.
- Children are well stimulated by the accessible indoor and outdoor learning environment with a wide range of interesting resources and activities.
- Children benefit from the vibrant leadership and good staff teamwork so they have much fun and are enthused to learn.
- Staff meet all requirements for children's safeguarding and welfare.
- Staff develop good relationships with the parents, who value the time they spend with the children. Most of the time, parents receive good encouragement to contribute to children's learning records.

It is not yet outstanding because

- staff do not fully support children's growing independence as they do things for themselves.
- there is scope to extend the partnership with new parents by inviting them to share their views about their children's starting points in each area of learning.

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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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the play rooms and the outside learning environment. She completed a joint observation outdoors with the supervisor.
- The inspector held meetings with the supervisor and a committee member.
- The inspector looked at children's assessment records and planning documentation.
- She checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Angela Cole

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Full Report**Information about the setting**

Chatterbox Pre-school re-registered in 2011 and is managed by a committee of parents and Upavon Station staff. It operates from a main play room, messy room, sensory room and library in adapted premises in Upavon camp, near Pewsey, Wiltshire. There is an enclosed area available for outdoor play with a covered patio and hard and grassed surfaces. Children have access to wooded areas. The pre-school is registered on the Early Years Register and serves families living on and outside the camp. The pre-school opens each weekday during term-time. Sessions on Monday, Wednesday and Friday are from 9.10am to 12.10pm with an optional lunch club until 1pm. On Tuesday and Thursday sessions are from 9.10am to 3pm. There are currently 22 children from two to under five years on roll. The pre-school currently supports a number of children who speak English as an additional language. It employs four staff to work with the children. Of these four staff, two hold an appropriate childcare qualification and two are working towards a qualification. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- enhance opportunities for children's growing independence as they learn to do things for themselves, for example, at meal times
- extend information from new parents to further support the process of using what children can do as starting points for their learning.

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

Children progress well in all areas of learning, taking into account their starting points and patterns of attendance. All settle quickly in the fun atmosphere of the group so they are eager to come in, find their name cards and choose an activity. The youngest children rapidly gain confidence to use their own initiative. Children who speak English as an additional language receive frequent individual support to communicate their thoughts and ideas. All children enjoy the wide range of stimulating, quality resources set out in areas around the rooms. They often concentrate for long periods and transfer to their next chosen activity without fuss. Staff introduce circle times well so that these do not disturb

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children's play or break their concentration. During play times, staff move around the play areas, being attentive to children's needs and joining in their play. As a result, children receive good support from staff who give them space to explore resources, while understanding when they will benefit from closer attention. Staff enable children to talk about their activities and to share their ideas. They offer open questions, for example successfully encouraging children to respond by singing, 'Look out the window and what do we see?'

Between sessions, the staff effectively share information about children's responses in conversation and using notes. Therefore, each child's key person has a secure knowledge about their stages of learning and interests, which they use to review their learning needs. Staff successfully use observations of children to provide activities that help them move on to the next stage in their learning. They know when children are ready and confident to investigate different aspects of activities. For example, when children ask to follow up a story by making a 'caterpillar and its leaves', staff provide the associated fruits for them to cut up to take home. Staff make good use of spontaneous and planned small group activities to foster children's learning. For example, children engage well in focused games to develop their listening and language skills; these include identifying modes of transport from recorded sound tracks. While painting, children receive good encouragement to practise early writing skills and to talk about the symmetrical patterns they create. They 'write' staff's orders for snacks and copy their key persons making 'notes' on other children. Both boys and girls particularly enjoy looking at picture books. They 'read' their favourites to others at group time and eagerly join in conversations about the pictures.

Children make ample progress in their personal, emotional and social development. They gain good independence skills, for example in dressing and care of their belongings. However, staff do not always encourage children to do other things for themselves. For example, children do not always collect their own art paper, prepare their snack foods or pour their drinks. Children progress well physically. They are active in and out of doors and become proficient with tools, such as scissors. Staff skilfully incorporate mathematical learning into routines and play. For example, they support children to recognise numbers, such as their ages, and to add one to give the day's date. Staff effectively foster children's understanding the world so that, for example, they are keen to learn about technology using torches, battery toys and the computer. Children thoroughly enjoy learning about seasonal changes and collecting pine cones that fall in the autumn. They delight in using the variety of indoor and outdoor resources to extend their creative skills. They cooperate to use their imagination well. For example, children create 'castles' in the sand and act out different roles in the play house. Their confidence in organising their own time stands them in good stead for making a smooth transition to school.

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

The relaxed, welcoming staff promote effective settling-in procedures. As a result, children make a seamless transition from home, confident enough to stay on their own. Staff get to know children and their backgrounds well. They support them with a caring, considerate approach that helps them to develop trusting relationships. As a result, all children progress quickly and feel safe at the pre-school, including those who speak English as an additional language. Effective deployment of staff, alongside the key person system, helps all children form secure emotional attachments. They gain good self-esteem, and show that they feel they belong to the pre-school, for example, as they self-register on arrival. They benefit from having fun with the adults and strong friendships with other children are in evidence.

Staff follow well known care practices, which enable children to be happy and enjoy what they do. They always give explanations, so that children learn the reasons for good manners and safe actions. Children display a strong awareness of taking responsibility for the safety of themselves and others. They move around freely and safely in the spacious premises. They learn to take small risks as they negotiate rougher ground in the adjacent woodland and collect sticks. Children receive effective support from staff to understand the consistent expectations for behaviour and to play well together. As a result, for example, they progress to anticipate and eagerly come to the library for circle times. They help younger children and willingly share resources to take turns, including spontaneously queuing to shoot footballs at the goal. Children choose from a wide range of good quality resources and play materials that well cover the seven areas of learning in and out of doors. Many are stored at a low level to encourage children's confidence and self-motivation to make decisions about resources with which they wish to play.

Children gain a good understanding about healthy lifestyles. They willingly contribute to the cleanliness of the premises by changing into their outdoor footwear. Adults organise themselves well so a member of staff is always on hand to support children's care needs, including using the toilet. Younger children are sensitively encouraged to follow personal hygiene routines and to learn to manage these independently. Children choose to have milk or water for their snack and say which foods are healthy, including fruit. Each session they confidently choose when to play indoors and outdoors in the fresh air; they go out in all weathers on the large, covered patio. They are active on challenging climbing and balancing equipment and become proficient at handling small equipment, such as stilts.

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

The committee and supervisor provide strong management for the pre-school. There are particularly good arrangements for vetting staff and safeguarding children. All staff members receive training in safeguarding children so their knowledge of procedures is good. The child protection lead person has undertaken a training course that enables them to identify, understand and respond appropriately to a concern. Plans to keep children safe on the premises are good. A member of staff records daily checks of the

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premises to identify any hazard which could cause an accident. Away from the premises, on outings to the nearby playground and woodlands, staff review a risk assessment before each outing to help keep children safe. Policies and procedures reflect the daily practice of the pre-school so that staff effectively promote children's safety.

The pre-school has a good understanding of meeting the learning and development requirements of the Early Years Foundation Stage. The supervisor closely monitors the key persons' assessment of children to check that their needs are well identified and met through timely intervention. For children who have recently started at the pre-school, staff are initially working on their personal, social and emotional development. Parents welcome the good provision for their children. They see plenty of useful information about what is going on. Staff request considerable, general information about children before they begin sessions at the pre-school. However, this does not include parents' views on new children's achievements in each area of learning to help define their starting points for learning. Parents benefit from the clear, individualised, two-way communication about their children and different aspects of the pre-school's organisation. They welcome timetabled discussions about the detailed, termly reports on their children's progress and value the staff's friendliness, understanding and flexibility. Staff have a good understanding of the importance of securing strong partnerships with other settings children attend. For example, they talk with children's key persons and share their learning records. Staff are proactive in establishing communication links with other agencies, such as speech and language therapy, to check whether children require further support.

The pre-school uses effective systems for recruitment, staff supervision, performance management, training and ongoing professional development. Good use is made of self-evaluation to set priorities and challenging targets for improvement. The management takes good account of parents' opinions. Staff work well together to revise various aspects of the provision, such as clarifying plans based on the children's next steps in learning. Staff seek children's views by listening to them and noting their preferences; children who have moved on to school share their views about the pre-school in writing. Staff meet regularly to review their practice to plan improvements. They visit other settings, for example, to see how recording observation works for them. The supervisor liaises closely with the local authority and values the input of the childcare advisor. Plans for the future include further delegation of responsibilities to staff and implementing the 'Every Child A Talker' scheme throughout the pre-school.