

Chatterbox Pre School

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



Inspection date

6 October 2016

Previous inspection date

29 January 2013

The quality and standards of the early years provision

This inspection:

Good

2

Previous inspection:

Good

2

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

- The manager and the committee have worked effectively to improve the pre-school's provision. For example, they have extended children's outdoor experiences and the ways in which children learn to be independent. These changes have helped maintain the pre-school's good standards.
- The staff support children's personal, social and emotional development particularly well in this friendly pre-school. Children show they feel very secure. They are safe and happy. They get on extremely well together. They follow the positive examples that staff set for their behaviour and relationships with one another.
- The manager supervises and supports the professional development of staff well, for example, to gain qualifications.
- Staff use skilled questioning to encourage children to think for themselves, and to extend children's learning. Children make good progress and are well prepared for the eventual move to school.
- Children use stimulating and well-organised learning environments that, for example, encourage children's independence and curiosity.

It is not yet outstanding because:

- The manager does not track the progress of different groups of children to help her evaluate the effectiveness of staff teaching as well as possible.

What the setting needs to do to improve further

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

- extend the monitoring of children's learning and development so that any differences in the progress that different groups of children make are swiftly identified and improved.

Inspection activities

- The inspector viewed all areas of the premises used by children, indoors and outdoors.
- The inspector talked with committee members, including the chairperson, the manager, staff, and some parents and children.
- The inspector read a variety of paperwork, including a report from the local authority, some policies, risk assessment documents, staff qualification certificates, children's records and evidence of background vetting checks for the staff and committee members.
- The inspector observed children's activities and the impact of staff teaching on children's learning, and undertook a joint observation with the manager.

Inspector

Rosemary Davies

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and the committee prioritise children's safety. Risk assessment is thorough and children use safe environments. Staff keep their child protection knowledge updated and supervise children closely. The manager acts on the advice of local authority staff to help her make worthwhile improvements. For example, she has introduced new appraisals to help her assess staff and delegate roles effectively. She has improved how staff work with parents to gain more information about children's achievements when they start. Good partnerships with parents, outside professionals and other early years providers help support good outcomes for children. For example, effective links with local primary schools help staff prepare children well for transfer. The committee has high aims for the pre-school's development.

Quality of teaching, learning and assessment is good

The manager makes good use of her experience and qualification to guide the staff, and maintain consistently good teaching. Staff provide challenging experiences based on their assessments of what individual children need to learn next. Staff skilfully help children who need to catch up in their speech and language development. For example, they provide well-prepared group times during which children learn new words, learn to listen carefully and speak clearly. Staff make effective use of outdoor learning; for example, children often choose where they want to play, which helps those who prefer to learn outdoors. Staff keep parents well advised of their children's learning, and they provide a detailed summary of progress when their children are aged two years.

Personal development, behaviour and welfare are good

The environments, indoors and outdoors, are inviting and child-friendly. Children enter the pre-school eagerly and they settle quickly. They enjoy deciding what to do and play happily, either independently or with their friends. For example, children choose what colour paint they want for their pictures and competently squeeze it into paint pallets. Children trust the staff to meet their care needs, such as nappy changing. Children learn good hygiene routines and ways to help keep themselves safe. For example, they know how to use the slide safely. They have plenty of opportunities for energetic exercise.

Outcomes for children are good

Children gain useful skills for school. The oldest children learn to count, can recognise some numbers and their names. They know how old they are and how old they will be next birthday. Children gain good levels of personal independence relative to their ages. For example, they decide whether they need to wear coats when outside. Children learn to follow staff instructions. They willingly help to tidy up. They are keen to participate in group activities and happily try new experiences.