

Inspection of Chatterbox Pre School

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

Inspection date: 25 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enter this warm and inviting pre-school happy and ready to learn. They place their things on their pegs and find their name to self-register. This gives children a sense of belonging. Children become excited as they enter the well-organised playrooms. They seek out their friends and key persons, which shows they feel safe and secure.

Children benefit from exploring an on-site woodland area. They learn about different creatures and their life cycles. Staff teach children about the world around them, including how to grow vegetables and that bees make honey. For example, children plant some seeds and talk about how bees use the pollen from plants to make honey. Staff introduce new words and their meanings, such as 'compost' and 'nectar'. They encourage the children to count their seeds and get them to fill their pots to half full. Children talk about how big their plants may grow, which develops their knowledge of mathematical language and concepts.

Staff understand the importance of children developing strong communication skills. They encourage children to participate in small-group activities to support their listening skills and build their confidence in speaking to others. Children enjoy listening to stories and singing nursery rhymes. They recall past learning and like to engage in discussions about their experiences. Staff repeat words back to the children using the correct pronunciation, which enhances children's vocabulary and language skills.

What does the early years setting do well and what does it need to do better?

- The manager and her small team have created a curriculum that uses a blend of child-led play and adult-led activities. Staff plan activities based on the children's interests and the next stages of learning. They interact with others to extend their knowledge to ensure they make continuous progress from their starting points.
- The pre-school is based on a military camp. The children take walks in the local community. They visit the local coffee shops, post offices and parks. Children wave to the guards and other families who live on the base, which develops their social skills and builds their confidence in different places.
- Staff build strong links with local childminders, nurseries and schools. They share information with dual placements to ensure children receive continuity of care. Staff collaborate with the local Reception teachers to arrange visits to the school. They provide children with photos and uniforms of the schools they will be attending. Staff talk to the children about where they will be going next and any friends that will be joining them. This helps to prepare children for their transition to school.

- Overall, children behave well. They form strong friendships and engage well together. Staff help children to learn to share the resources by introducing sand timers and encouraging 'gentle hands'. However, at times, staff do not consistently support children in understanding how their behaviour affects others and in using their words to express their feelings when they get frustrated. This means children do not always learn how to manage their feelings and behaviours effectively.
- The staff focus on building good relationships with the children and families in their care. They provide parents with detailed feedback on their children's development and progress. Parents praise the team for being extremely welcoming and for helping them to settle into the community. Parents receive a wide range of support and guidance on any concerns, such as discussions on potty training, supporting children's communication and helping with fussy eating.
- Children with special educational needs and/or disabilities are well supported. Staff work closely with parents and other professionals to set personalised targets. They use the funding to provide children with small-group and individual activities to ensure they make the best possible progress.
- Staff focus on teaching children how to do things for themselves. Children show that they understand the importance of good hygiene practices and they use the toilet independently. During snack time, children pour drinks and spread their chosen topping on their crackers, which builds their muscles for later writing skills. However, staff do not always reinforce the pre-school's daily routines and boundaries. For example, children run around inside and do not always tidy away before going into the garden. Therefore, children do not develop a strong sense of responsibility.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team have a clear understanding of their responsibility to keep children safe from harm. They can identify the different signs and symptoms of abuse, including domestic abuse and how it can have an impact on young children and their families. Staff understand the importance of keeping adequate records and reporting any concerns to the relevant authorities. They know the procedure to follow if an allegation is made against them. Staff conduct regular safety checks of the premises and places they visit to ensure children are safe. They teach children about road safety, which helps them to be safe when out in the community.

What does the setting need to do to improve?

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

- support children further to understand the impact their actions can have on others, to help them manage their feelings and behaviours effectively
- support all staff to be consistent in reinforcing rules and boundaries so that children develop a strong sense of responsibility.

Setting details

Unique reference number	2597025
Local authority	Wiltshire
Inspection number	10288894
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	29
Number of children on roll	14
Name of registered person	Chatterbox Pre School CIO
Registered person unique reference number	2597024
Telephone number	01980 615275
Date of previous inspection	Not applicable

Information about this early years setting

Chatterbox Pre-School in Upavon Pewsey registered in May 2021. It is located in Trenchard Lines military camp. The pre-school employs three members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school opens from 08.30am to 4pm on Monday to Thursday, and from 9am to midday on Friday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the pre-school.
- The inspector and the manager completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and the deputy manager to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as accident forms, policies and procedures, and paediatric first-aid certificates.
- The inspector spoke to a small number of parents during the inspection.
- Children spoke to and engaged with the inspector during the inspection.

We carried out this inspection 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.

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