

# Chatterboxes Pre School

The Calvary Church Hall, Oxford Road, Moseley, BIRMINGHAM, B13 9EJ



<b>Inspection date</b>	19 September 2017
Previous inspection date	10 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- There is a strong partnership with parents that encourages a shared approach to children's learning. Staff keep parents very well informed about their children's activities and progress. They help parents to support their children's learning and development at home so children receive consistency.
- Staff work very effectively with parents and a range of other professionals to support children who have special educational needs and/or disabilities. Staff are quick to notice children who need support, and they plan activities that help them make good progress.
- Children are settled and secure with the caring staff who meet all their needs. Children behave very well and staff teach them to use good manners and share the toys. Staff praise children frequently and help them gain confidence and good self-esteem.
- Staff plan interesting activities for children. They measure their progress accurately and plan effective next steps in learning. Children make good progress and are busy and engaged in purposeful activities that reflect their individual interests.
- Monitoring of staff practice and self-evaluation are good, overall. Managers and staff work as an effective team to help all children make good progress.

### It is not yet outstanding because:

- Staff do not make consistent use of opportunities, such as when asking questions, to encourage children to think through problems and find answers for themselves.
- Although reflection on the provision is good overall it does not identify specific areas for professional development to help improve staff knowledge and practice even further.

## What the setting needs to do to improve further

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

- enrich children's thinking skills and challenge them further, providing them with more time to think about their own responses to questions
- make greater use of self-evaluation to identify specific areas for professional development, to help improve outcomes for children.

### Inspection activities

- The inspector observed activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and the manager of early years services. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and considered their views.

### Inspector

Catherine Sharkey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand how to protect children from harm. They know what to do should they have any concerns regarding a child's welfare and how to respond to an allegation against themselves. Managers and staff implement rigorous procedures to keep children safe. They make sure the environment is safe for children to use. Staff attend compulsory training, such as paediatric first aid to keep their knowledge up to date. Staff monitor children's progress effectively to identify and narrow gaps quickly.

### Quality of teaching, learning and assessment is good

The large hall is well planned and children choose from a wide range of enticing toys and resources. Staff support children's play well and engage them in conversation to help develop their language skills. Staff observe children and measure their progress accurately to help prepare them for the next stages in their learning. They encourage younger children to compare how much water they have in different containers as they fill and empty these. Staff help them to sort and match the different colours of objects. This helps children to understand early mathematical ideas. Staff make children's learning fun. They show children how funny they look in the mirror as they try to blow up balloons, as these stick on their lips and look like a tongue. They show children how to attach the balloons to the pump and encourage them to persevere with this fiddly task.

### Personal development, behaviour and welfare are good

Children really enjoy developing their physical skills outdoors. They use small slides and wheeled toys with confidence. Indoors, they are eager to walk along a low balance beam, being careful to step over a raised part. Children say 'please' and 'thank you' at snack time as they choose the fruit they would like. Staff promote healthy eating and lifestyles well and they involve parents in this so children receive consistent messages. Staff plan a cooking activity each week. This gives children experience of measuring ingredients and taking turns, as well as learning more about healthy food. Children gain independence skills, such as when they pour their drinks at snack time. Staff help children to feel secure in their moves on to nursery or school.

### Outcomes for children are good

Children explore the toys and resources and learn valuable skills from their play. For example, young children concentrate for sustained periods and really enjoy filling and emptying containers in the water. They are imaginative as they play in the mud kitchen. Children pretend to cook dinner as they mix soil and water in pans and bowls. They explore the textures and see how they change as more water is added. Children learn to recognise written letters and numbers. For example, they find their name cards on arrival and tell staff which numbers they need to make the date. Children develop good social skills, such as when they talk to each other at snack time and play cooperatively.

## Setting details

<b>Unique reference number</b>	EY311445
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1087976
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	St Paul's Community Development Trust
<b>Registered person unique reference number</b>	RP909212
<b>Date of previous inspection</b>	10 April 2014
<b>Telephone number</b>	0121 675 3468

Chatterboxes Pre School registered in 2005. The provider employs five members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 or 3. The nursery opens Monday to Friday, from 9.30am until 12.30pm during term time. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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