

Tarvin Pre-School & Day Nursery

Heath Drive, Tarvin, Chester, CH3 8LS



Inspection date

28 January 2016

Previous inspection date

25 April 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Teaching is consistently outstanding. Children are exceptionally well prepared for their next steps in learning. Their progress is monitored meticulously so that any emerging gaps in learning can be addressed at the earliest opportunity.
- Superb settling-in procedures help all children to feel secure and nurtured. Children form strong bonds with kind, caring and sensitive staff who ensure that their individual needs are precisely met.
- Staff are well qualified and experienced. Teaching is rooted in a superb understanding of how children learn. Planning for children's learning is based on accurate assessment and significantly enhanced by rich and imaginative learning opportunities.
- Disabled children and those with special educational needs benefit from excellent support. Staff have developed outstanding partnerships with outside professionals. These help to ensure children receive the support they need in a timely manner. Staff's efforts are rewarded by children's excellent progress and evident sense of security.
- Partnerships with parents are extremely good. Parents are very well informed about their children's progress. Wide-ranging and innovative methods are successfully used to engage them in their children's learning. Parents say they are delighted with the quality of education. They speak about the great warmth and care the staff show for their children.
- The management team has a strong drive to continually deliver excellence. They constantly reflect on their practice and seek ways to bring about improvements. Plans for future development are sharply focused on improving outcomes for children.

What the setting needs to do to improve further

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

- continue to strengthen the excellent partnerships already established with other settings that children attend.

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 two joint observations of staff practice with the manager.
- The inspector looked at relevant documentation relating to the provision for children's welfare, progress and activities, along with evidence of the suitability of those working on the premises.
- The inspector and manager discussed how continuous improvement is promoted in the setting. The inspector spoke to staff as appropriate.
- The inspector spoke to children and a selection of parents during the inspection and took account of their views.

Inspector

Ron Goldsmith

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Excellent procedures ensure that all staff update their knowledge of safeguarding frequently. Recruitment and induction of new staff is highly robust to help promote children's welfare. All staff are continually supported to enhance their skills and gain new qualifications. Staff are exceptionally motivated and enthusiastic due to the high level of individual attention given to their professional development. The management team also ensures that the rich and vibrant learning environment is closely monitored to maintain its effectiveness. Consequently, children benefit from continually improving teaching practice and constantly evolving learning opportunities. Staff have established good relationships with other settings that children attend and are keen to build on these partnerships further to promote closer working.

Quality of teaching, learning and assessment is outstanding

Staff use their superb knowledge of each child to provide rich, varied and imaginative activities that inspire and motivate children to learn. Children's starting points are agreed with parents at the beginning of their placement. Parents also frequently contribute to planning for their child's learning and are offered a wealth of training and information to enhance their skills and knowledge. This enables parents to contribute to their children's exceptional progress by extending learning at home. Staff continually observe and assess children's abilities. They use the information they gain to precisely support each child's individual learning needs. Children's language and communication skills are supported extremely well. Staff use sign language to encourage children's early communication. Staff skilfully ask questions that encourage children to solve problems for themselves. For example, when children use magnets, staff ask them what objects might be attracted and why. Children confidently explore different resources and textures. A favourite story is imaginatively enhanced with real porridge, a table and three toy bears. Staff skilfully extend this activity, using ice to discuss where different types of bears might live. The outdoor environment, including the nearby woods, is also successfully used to provide many opportunities for children to explore, experiment and develop their physical skills.

Personal development, behaviour and welfare are outstanding

Staff expertly help children to behave well and think about safety. They talk to children about being safe as they climb on large wooden blocks. Children consider the needs of others playing alongside them and learn to make their own decisions about what they need to do to keep themselves safe. Children are served a variety of healthy foods. They enjoy plenty of fresh air and physical activity. Children display high levels of confidence and are well supported to develop positive attitudes towards others. Staff work closely with parents when children start in order to help them settle quickly and ensure their emotional needs are exceptionally well met.

Outcomes for children are outstanding

All children gain the skills, confidence and attitudes they need for the next stage in their learning. All children make exceptionally rapid progress in relation to their starting points at this lively and stimulating nursery.

Setting details

Unique reference number	305356
Local authority	Cheshire West and Chester
Inspection number	855096
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	30
Number of children on roll	55
Name of provider	Tarvin Pre-School Nursery Limited
Date of previous inspection	25 April 2012
Telephone number	01829 741011

Tarvin Pre-School & Day Nursery was registered in 1967 and is managed by a limited company. The nursery is open Monday to Friday from 7.45am to 6pm, all year round. There are nine members of staff of whom two hold a qualification at level 6, one holds a qualification at level 4, and five hold a qualification at level 3. The manager is an Early Years Professional. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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