

# Tarvin Pre-School Nursery

Inspection report for early years provision

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**Unique reference number** 305356  
**Inspection date** 25/04/2012  
**Inspector** Sheila Riddall-Leech

**Setting address** Tarvin Primary School, Heath Drive, Tarvin, Chester,  
Cheshire, CH3 8LS

**Telephone number** 01829 741011

**Email**

**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Tarvin Pre-School Nursery was established in 1967 and is managed by a limited company who have charity status and are supported by a committee of parents. It operates from in a mobile unit within the grounds of Tarvin Primary School in the village of Tarvin in Cheshire. Children have access to a secure enclosed area for outdoor play. A maximum of 30 children aged from two to under eight years may attend the setting at any one time. The setting currently also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 7.45am to 6pm, all year round. The setting also offers out of school care as well as holiday provision for school aged children. The setting serves the local community and surrounding areas and children attend for a variety of sessions.

There are currently 79 children on roll who are under eight years and of these 72 are within the early years age group. Of these, 50 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, including the manager. Of these, one holds a qualification at level 6, one holds a qualification at level 5, five hold a qualification at level 3 and one is currently working towards a qualification at level 2, all in early years. The setting also employs a part-time administrative assistant. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are extremely happy and clearly enjoy the time that they spend at this highly inclusive setting. Staff are exceptionally well qualified and have a comprehensive understanding of the Early Years Foundation Stage framework. Overall, an extensive range of rich, varied and imaginative activities are provided, which capture and sustain children's interests. Staff respect the uniqueness of each child and outstanding relationships have been established with parents, carers and other professionals. Systems for assessing children's progress are highly effective. The setting demonstrates an excellent capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- encouraging further opportunities for children to communicate their thoughts, ideas and feelings through a wider range of expressive forms, such as art and poetry.

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

Procedures to safeguard children are extremely well developed. Staff have an expert knowledge of the indicators of abuse and are fully conversant with procedures to follow should they have a professional concern about a child. Comprehensive recruitment and induction procedures are followed to ensure that staff's suitability to work with children is checked. Staff regularly attend ongoing training to further enhance their excellent knowledge and update their practice. Comprehensive risk assessments are conducted for all aspects of the premises and for each specific outing to ensure children's safety and well-being. The manager has excellent systems to ensure that all records, policies and procedures, required for the safe and efficient management of the service, are in place. The range of resources and use of the available space are outstanding.

Staff deployment is highly effective and as a result children are extremely well supervised. A highly effective key person system is in operation and a named deputy is available to take charge in the absence of the manager. Extremely well-developed contingency arrangements are also in place to cover staff shortages and illness. A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. Staff have an excellent knowledge and understanding of individual children and as a result their needs are extremely well met. Children with special educational needs and/or disabilities and those who speak English as an additional language are extremely well supported through the staffs' exceptional liaison with other professionals, parents and carers.

Staff work as a team in a highly effective way and demonstrate an excellent commitment to continuous improvement. All recommendations made at the last inspection have been positively met, which has a most favourable impact on children's overall well-being and safety. Highly effective systems are in place to monitor the quality of provision and take into consideration the views of parents, carers and other professionals. Parents and carers are provided with extremely high quality information about the setting and are exceptionally complimentary about the service provided. For example, parents are provided with a high quality welcome booklet and vibrant and extremely detailed prospectus. Excellent systems are in place to work alongside reception class teachers, other settings, agencies and carers to ensure the progression, continuity of learning and smooth transition of children from nursery to school life.

## **The quality and standards of the early years provision and outcomes for children**

Children are cared for in an extremely bright and stimulating environment. Examples of children's art work, posters, letters and numbers are beautifully

displayed creating a highly purposeful learning environment. Comprehensive planning is clearly linked to the interests of individual children and there is an excellent balance of adult-directed and child-initiated activities. Children have their progress towards the early learning goals exceptionally well monitored through a highly effective tracking system. Staff know the children extremely well. They carry out regular and highly detailed observations to inform planning which effectively supports the very clear identification of children's next steps in learning.

Exceptionally well defined areas of continuous provision are in place both indoors and outside and the range of resources is outstanding. The differing learning styles of girls and boys are recognised and highly supported. For example, the layout of the rooms has been re-organised to ensure that the individual needs of the boys are fully met.

Children are extremely confident and have very positive social skills. For example, children happily introduce themselves to the inspector and talk very confidently about what they are doing. An extensive range of books are freely accessible. As a result children are introduced to books from an early age, which helps to foster their love of reading. Children's excellent problem solving, reasoning and numeracy skills are routinely promoted through the day. For example, as they engage in block play, children eagerly count in sequence and identify shapes. Highly effective use is made of the local area giving children an excellent breadth of opportunities, for instance where they visit the shops and a woodland walk. Cultural festivals are also celebrated to help raise children's awareness of similarity and difference. Overall an extremely varied range of creative opportunities are available to allow children to express themselves imaginatively such as dancing with ribbons and pretend play as they look for crocodiles in the wooded area. However, opportunities for children to communicate their thoughts, ideas and feelings through a wider range of expressive forms, such as art and poetry are less well developed. Children thoroughly enjoy the time they spend in the wonderful outdoor area. They enthusiastically explore a range of self-chosen activities, such as investigating a wooded area using binoculars, digging in raised beds and going for walks. Such positive experiences give children an excellent good start and help them develop outstanding skills for the future.

The premises are extremely secure, warm and clean. As a result children have an excellent sense of security and belonging. In addition regular practice of fire evacuation procedures teaches children how to keep themselves safe. Age-appropriate strategies are used in respect of behaviour management and good manners are effectively promoted. As a result children are extremely well behaved. Children are extremely well nourished and snacks provided are homemade using fresh ingredients. Excellent and highly effective hygiene practices are followed across all areas of the setting, including the children's dental hygiene.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met