

# Woodland Valley Zelda School

Woodland Valley Farm, Ladock, Truro, TR2 4PT



## Inspection date

Previous inspection date

5 July 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
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

- The management team strives to provide a highly inspiring environment where children flourish. Staff collaborate very successfully with parents to reflect on ways of developing the provision. For example, they display a news board to inform parents of the day's activities and provide targeted opportunities for family discussions and continued learning at home.
- The highly skilled staff use their excellent understanding of how children learn to provide a very rich range of activities that promotes children's thinking and experimentation extremely well. Children explore the natural environment very confidently, become deeply involved in their play and show very high motivation.
- Children benefit enormously from a highly tailored approach to their individual learning and development. Staff assess children's abilities very precisely, and continually support and expertly guide them to build on their ideas and extend their experiences. Children make excellent progress from their starting points.
- Staff provide superb support to children's social and emotional development. They work in excellent partnership with parents to nurture children's emotional security from the moment they start to attend. Children are extremely secure in the structure of the day, which includes regularly gathering for moments of calm reflection followed by purposeful activities, for example.

## What the setting needs to do to improve further

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

- extend the already very positive relationships with other providers and local schools to enhance partnership working even further and aid children's transition into school.

### Inspection activities

- The inspector observed the quality of teaching during activities and routines.
- The inspector carried out a joint observation with the manager and discussed children's learning.
- The inspector held a meeting with the management team and discussed the provision's self-evaluation.
- The inspector looked at a range of documents, including policies and procedures, and children's records.
- The inspector talked to children, parents and staff and took account of their views.

### Inspector

Margaret Baird

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The management team provides extremely strong leadership, including understanding its responsibility for confidentiality. Managers recruit staff safely and monitor their performance thoroughly. Staff are very well qualified and continue to enhance their skills even further to develop their practice to a very high standard. For example, training to review how they organise mathematical resources so they are more instantly accessible has rapidly improved children's mathematical skills. The manager and staff monitor children's learning meticulously. They provide swift and effective support in excellent collaboration with outside agencies when children need extra help. The manager has identified the need to extend the already very positive relationships with other providers and local schools to enhance partnership working even further. Safeguarding is effective. The manager and staff have an extremely secure knowledge of the signs that might lead to a concern about a child. They are very clear about local safeguarding procedures.

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

Highly skilled teaching promotes children's learning exceptionally well. For example, as children enthusiastically instigate a long jump activity, staff expertly encourage them to devise ways of measuring the distances they jump. Children become deeply engaged and work together harmoniously. They develop excellent mathematical skills. For example, they very confidently read and record numbers, and make calculations and comparisons. Staff are highly responsive to children's ideas and interests, and foster children's imaginative skills extremely well. For example, as children are very eager to design their own costumes, staff provide exceptional support and inspiring resources. Children bring their creations to life to their great satisfaction and develop huge self-esteem and pride in their achievements.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. Staff promote a very calm and nurturing environment where children are extremely kind and caring. Staff have very high expectations of children's ability to develop independence. For example, all children are exceptionally confident about their role in preparing and serving meals and helping others. Highly affectionate and secure bonds form between staff and children as they sit together happily to enjoy conversations about their day. Children develop superb social skills. They gain an excellent understanding of taking acceptable risks and how to challenge themselves safely to develop their physical skills exceptionally well.

### Outcomes for children are outstanding

Children gain excellent skills in preparation for moving on to their future education. They lead their play and learning with great confidence and enthusiasm. Children excel in their speech and language development and share their thoughtful ideas about poetry with great insight and imagination. They display an excellent grasp of how sounds link to letters and use their early writing skills with purpose and skill during play.

## Setting details

<b>Unique reference number</b>	EY501807
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1053153
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Zelda School
<b>Registered person unique reference number</b>	RP902611
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07855 820 345

Woodland Valley Zelda School registered in 2016 and operates from 9am until 3pm on weekdays and during term time only. The provision receives funding for two-, three- and four-year-old children. There are five members of staff, all of whom hold appropriate qualifications.

This inspection was carried out by Ofsted 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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