

Tamar Valley Preschool

The Village Hall, The Quay, Calstock, Cornwall PL18 9QA



Inspection date	30 January 2019
Previous inspection date	24 November 2014

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of 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 highly experienced leaders and managers demonstrate a wonderful dedication to the families of children who attend the pre-school. The clearly defined values and ethos of the pre-school help to ensure that they achieve shared goals for future improvements, using an exceptional collaborative approach.
- Managers actively reflect on and evaluate high-quality teaching methods. They implement extremely effective in-house training which contributes to the outstanding provision. The well-qualified team skilfully adapts learning to follow children's interests and considers children's progress from the child's perspective.
- The curriculum provides a range of high-quality activities which broadens children's awareness of culture and diversity beyond their own experience. For example, the pre-school staff have endeavoured to establish strong links with other local community groups and services.
- All staff have extremely high expectations of children. They fully understand, and superbly meet, the needs of the children and their families within their learning community. For example, events to promote water safety help to ensure parents and children learn how to stay safe in the local area exceptionally well.
- Partnerships with parents and carers are excellent. Parents speak very highly of the pre-school, and value the inclusive approach. They actively share their views, for instance, through routine questionnaires. This information helps to inform the comprehensive and exhaustive self-reflection tools and targeted improvements conducted by the manager.
- Children who speak English as an additional language are well supported. For example, the children have weekly Spanish sessions, they listen to nursery rhymes in Spanish and interact with displays that are labelled with dual languages. There is a concerted approach to actively address barriers to learning, ensuring first-class inclusion.
- The excellent opportunities for parents and children to contribute to their learning and development are not yet fully extended at home.

What the setting needs to do to improve further

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

- develop the already outstanding opportunities for parents and children to contribute to their learning and development at home, to extend learning for the most able children even further.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and chairperson. She looked at various documents, including those related to the suitability and qualifications of staff, and sampled children's records of learning.
- The inspector spoke to parents during the inspection and viewed written feedback.

Inspector
Carly Ellicott

Inspection findings

Effectiveness of leadership and management is outstanding

Leaders and managers are highly knowledgeable and use their expertise to ensure that staff training and supervision are robustly monitored. Highly effective methods of performance management ensure that staff demonstrate consistently high-quality practice. As a result, staff feel exceptionally well supported and valued at the pre-school. The staff and trustees work in collaboration to plan meticulously for the development of the provision. Staff are highly reflective practitioners and evaluate all aspects of the provision to an exceptionally high standard. This helps to ensure that children's safety and well-being are supported exceptionally well. Safeguarding is effective. Staff have an in-depth knowledge of child protection issues and know how to keep children safe and report concerns.

Quality of teaching, learning and assessment is outstanding

Staff implement highly effective systems of recording children's progress. As a result, planning is sharply focused and successfully targets next steps in learning. Children benefit from highly supportive staff interactions. For example, staff demonstrate how to engage with technology resources, which helps children to develop vocabulary and computer skills. This helps to support children's future learning exceptionally well. Staff plan a variety of highly stimulating and purposeful activities to engage children's curiosity and wonder. For example, young children delighted in popping bubbles in the garden and cracked ice in the sensory trays with great focus and enthusiasm. As a result, children are motivated learners who flourish as they explore mathematical concepts in exciting ways.

Personal development, behaviour and welfare are outstanding

Children show outstanding confidence and independence in the highly enabling and stimulating learning environments. As a result, children's behaviour is exemplary. They benefit from high praise and encouragement from staff, who are extremely positive role models. For example, children take responsibility for tidying up and washing dishes at snack time. As a result, they take pride in the pre-school and feel remarkably valued. Children enjoy singing special songs with staff which help to reinforce high expectations of behaviour. Children benefit further from visitors to the pre-school. For instance, massage and reflexology teachers provide children with strategies to self-soothe and recognise their feelings. This complements children's excellent understanding of how to look after themselves.

Outcomes for children are outstanding

Admirable partnerships with local primary schools and childminders help to ensure that transitions are highly successful for children. For example, the curriculum, complemented by forest school sessions, is often delivered on the school site and children regularly join in with exciting events and outings which help to prepare them for their next stage in learning. Children are extremely confident and settled with a secure sense of belonging. As a result, they have an excellent approach to learning and flourish in the care provided.

Setting details

Unique reference number	102895
Local authority	Cornwall
Inspection number	10069226
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	17
Name of registered person	Tamar Valley Preschool Committee
Registered person unique reference number	RP520037
Date of previous inspection	24 November 2014
Telephone number	01822 834418

Tamar Valley Preschool registered in 1982. The pre-school operates from the village hall in Calstock in Cornwall. The pre-school is open term time only, on Monday, Wednesday and Friday from 9am to 3pm and on Thursday from 9am to midday. Older children meet at Calstock Primary School for two sessions of forest school each week. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are six members of staff, all of whom hold appropriate early years qualifications to level 3 or above, including one member of staff who holds qualified teacher status.

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