

Inspection of Tarvin Pre-School & Day Nursery

Heath Drive, Tarvin, Chester CH3 8LS

Inspection date: 13 March 2020

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are incredibly confident, independent and happy. The passionate manager is extremely successful at conveying her vision to the whole staff team. Children benefit from the language-rich curriculum. Children are enthralled as they listen to stories while sitting on logs in the forest. The highly skilled and enthusiastic staff bring stories to life. Children are captivated as they act out stories using large body movements. They squeal with delight when they find the hidden bear. Children enjoy an inspiring and varied selection of well-organised activities. This ensures children develop a passion for life-long learning from an early age. Children excitedly tell the inspector that it is 'science week'. They investigate the concepts of sinking and floating in the water tray. Children make predictions about each object and then test out their ideas. Staff extend their learning by introducing new vocabulary, such as 'heavier' and 'lighter'.

Staff have the highest expectations for all children. They organise the environment and resources incredibly well. Children arrive full of enthusiasm and thoroughly look forward to their day. They are interested to see if their beans have begun to grow. Children discuss what they need to do to help them to grow into a beanstalk. Staff teach children words to help them to convey their feelings from an early age. This helps children to express their emotions effectively. Older children become engrossed in their daily mindfulness and yoga session. They practise their breathing and a range of yoga poses. This helps children to regulate their emotions.

What does the early years setting do well and what does it need to do better?

- Children's behaviour is exemplary. They have a clear understanding of what is expected of them. From a young age, children interact with their peers with kindness and tolerance. For example, children readily share their clipboards while taking orders in the pretend café. They actively take turns and share equipment. Children have impressive concentration skills. For example, they listen attentively during circle time. Children take turns to tell the group how they are feeling and why. Staff create an aura of happiness. Children enjoy taking turns to choose a positive thought from the 'jar of happiness'. Staff consistently praise children for their positive behaviour.
- Staff are incredibly passionate. They skilfully provide children with the skills they need to succeed. This includes children who speak English as an additional language and those with special educational needs and/or disabilities (SEND). Staff establish incredibly positive relationships with children. They have a deep understanding of children's starting points and the experiences they arrive with.
- Staff help children to understand the importance of helping others who are less fortunate than themselves. For example, they are actively involved with a range

of charities in the local community. Children go on weekly trips to the community. They attend the library for story-time sessions. This further enhances their knowledge and experiences of people and the community that they live in. Staff teach children about diversity within families. This helps children to learn about people and families that are different from their own.

- Children are becoming very independent learners. Younger children hang their coats up and put their shoes on when they come in from outside. Older children pour their own drinks. They use cutlery confidently to eat their lunch in the school hall.
- Mathematical skills are promoted throughout the nursery. Staff encourage children to count as they line up and walk from the nursery to the outdoor area. Younger children beam with happiness as they sing number rhymes. They enjoy printing with shapes in the paint. Staff extend their mathematical development when they are playing in the sand. They encourage children to count how many sandcastles would be left if they knocked one down.
- Parents are fully involved in every aspect of their children's care and learning. For example, parents attend information evenings on how to use the parent app. They complete observations of what children have achieved at home. Staff send home activities for parents to extend children's learning. Children speak positively about their 'homework'. They are proud to show how they have been practising the formation of different letters. Parents are full of praise for the outstanding service this nursery offers. They comment that staff are 'fantastic'. They are thrilled with the progress children are making.
- Children have fantastic opportunities to practise their physical skills outside in the fresh air. They develop an understanding of the importance of living a healthy lifestyle. Children thoroughly enjoy practising their throwing skills. They giggle with glee as they throw beanbags into containers. Staff teach children how to hold a tennis racket and hit a ball. Children's physical development is extended further as they take part in weekly ballet and football sessions.
- The manager has established excellent links with the Reception teacher. They share information to ensure continuity in children's education and development. This helps to provide a smooth transition as children move on to full-time education.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of what constitutes a safeguarding concern. They understand the procedures to follow to protect children from harm. Staff keep their knowledge up to date by accessing training and weekly staff meetings. Good recruitment procedures and rigorous background checks ensure that children are always cared for by suitable adults. Risk assessments are completed to minimise any risks to children. Children are supervised well. The doorbell entry system enables staff to check a person's identity before letting them in. Consequently, children are protected.

Setting details

Unique reference number	305356
Local authority	Cheshire West and Chester
Inspection number	10129137
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	45
Number of children on roll	65
Name of registered person	Tarvin Pre-School Nursery Limited
Registered person unique reference number	RP524094
Telephone number	01829 741011
Date of previous inspection	28 January 2016

Information about this early years setting

Tarvin Pre-School & Day Nursery registered in 1967. The nursery is open Monday to Friday from 7.30am to 6pm, all year round. There are 10 members of staff, of whom one holds a qualification at level 6, two hold a qualification at level 4 and six hold a qualification at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed with the inspector and the manager.
- The inspector spoke with staff and children during the inspection.
- A meeting was held with the inspector and the leadership team. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents were spoken to during the inspection and the inspector took account of their views.

We carried out this inspection 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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