

Inspection of Tarporley Pre-School

High Street, Tarporley, Cheshire CW6 0AG

Inspection date:

26 May 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this extremely warm and welcoming setting. They quickly form strong bonds with peers and staff, which gives them a sense of belonging. Staff are always close by with words of support and they encourage children to use their critical thinking skills. For example, when children cannot balance their tower, staff offer possibilities and work with children to find a solution. Consequently, children are resilient and eager to learn. Staff are extremely successful at creating a culture that enables children to develop their emotional literacy to the highest level. They give children ample time to express their thoughts and feelings. This helps children to feel safe and secure. For instance, children confidently speak about past events and what has made them joyful or anxious.

Children's behaviour is exemplary. Staff skilfully teach children right from wrong and help them to understand the consequences of their actions. Those who are unable to manage their behaviour when they first arrive at nursery receive targeted support and reassurance. As a result, their behaviour improves significantly.

During the COVID-19 pandemic, staff went above and beyond to stay in touch with all families. They provided a wealth of resources to support the continuation of children's learning at home. Children's personal, social and emotional development were given a high priority. For example, children received twice-weekly phone calls with their key person and additional time to settle after their absences.

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

- All staff know the children exceedingly well. They collect a wealth of information from parents and spend time getting to know children before they start. They use this information to provide exciting learning opportunities from the outset. Staff use precise ongoing assessments to identify and close gaps in children's learning and development swiftly. Consequently, all children, including those with special educational needs and/or disabilities, make exceptional progress from their starting points.
- Children benefit from experiences that are based on their interests and are of exceptional quality. They are extremely confident and instigate their own play. For example, children use their vivid imaginations to design their own shields and build tall castles, which they defend while pretending to be knights.
- Staff are highly skilled in supporting children's early language and communication. They model language exceptionally well and continually introduce new words that build on children's vocabulary. Staff work with other professionals, such as speech therapists, to implement effective strategies to help children who may need additional support. As a result, all children are confident and articulate.

- Children demonstrate a love for literacy. Staff enthusiastically read stories while children recall their favourite characters and join in with familiar phrases. Children use their imaginations to create and act out their own stories. They carefully consider what will happen next and how their stories might end.
- Children have many valuable opportunities to learn about the world around them. For example, children thoroughly enjoyed hatching ducklings and caring for caterpillars as part of their theme of life cycles. Children learn about the many people in the community who help them. For example, they learn from police officers, farmers and doctors about what they do. This helps to prepare children for life in modern Britain.
- Children's knowledge of how to lead a healthy lifestyle is inspiring. Children are excited to grow their own fruits and vegetables and talk about what they would like to take home for dinner. They make their own compost from leftover fruit peel and explain how it will 'feed' the plants. Children thoroughly enjoy their time outside. They develop their physical skills and learn to assess risks for themselves. For example, when riding down a slope they consider what might happen if they go too fast.
- The passionate leadership team has a clear vision for the nursery and provides exceptionally high-quality care and learning. Leaders give high priority to the views of staff, parents and children in developing the service provided. Staff have many opportunities to access a wide range of training and development opportunities that are tailored to meet their needs. They are very motivated and support each other to succeed in their roles. Staff feel highly valued as members of the team.
- Partnerships with parents are exemplary. Parents know precisely what their children are learning and appreciate the support they receive to help further extend their children's learning at home. They feel that their children are very well prepared for school and express 'enormous gratitude' for the kindness of the staff. Parents state that staff are 'like family' and praise the wonderful open communication.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team has robust systems in place to ensure all children are safeguarded. There are procedures to check staff's initial and ongoing suitability to work with children. Managers consistently test staff's knowledge and understanding of safeguarding procedures during staff meetings. Staff demonstrate a good knowledge of how to keep children safe from harm and how to identify if a child may be at risk of harm from extreme views and beliefs. They know how to report any concerns they may have about a child in their care or if they have concerns about members of staff. This promotes children's safety and welfare.

Setting details

Unique reference number	EY558359
Local authority	Cheshire West and Chester
Inspection number	10194149
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	35
Number of children on roll	57
Name of registered person	Tarporley Done Room Pre-School CIO
Registered person unique reference number	RP558358
Telephone number	01829 730233
Date of previous inspection	Not applicable

Information about this early years setting

Tarporley Pre-School registered in 2018. The setting employs 11 members of childcare staff. Of these, one member of staff holds a qualification at level 5, one holds a qualification at level 4, five hold qualifications at level 3, two hold qualifications at level 2 and two are unqualified. The setting opens Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 7.50am until 5.50pm. The setting provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Maddock

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. The manager told the inspector what they want the children to learn and how the curriculum is planned and sequenced for the different groups of children.
- The inspector held meetings with the leadership team and spoke to staff and children at appropriate times throughout the inspection. Evidence of staff's suitability and qualifications, including first-aid certificates, was viewed by the inspector.
- The inspector spoke to parents and took account of their views.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.

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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