

Inspection of Tisbury Pre-school

Nadder Centre, Weaveland Road, Tisbury, SALISBURY SP3 6HJ

Inspection date:

6 June 2024

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 thrive at this extremely supportive setting. Staff provide a range of high-quality learning experiences and show children the upmost care and respect at all times. Children build very strong bonds with staff, which help them settle quickly. Children consistently show they are emotionally safe and secure and show incredible enthusiasm for learning. They smile, giggle and sing to themselves as they involve themselves in the inspiring activities that staff provide for them. Children flourish and make exceptional progress as a result of a thoughtfully planned and superbly delivered curriculum. This thoughtfully designed curriculum gives all children a rich set of experiences and an extremely strong foundation of the knowledge and skills they need for their future learning.

Staff have high expectations of all children. As a result, children's behaviour is exemplary. Children show wonderfully positive attitudes to learning. They focus well, listen to staff and follow simple routines and instructions. Passionate and dedicated staff value each child's character and uniqueness. They show the utmost warmth and interest in every child. Children demonstrate respect and affection for staff and each other. They share toys and take turns without adult support. For instance, children frequently say, 'Please can I have a go next?' and 'You can have a go after me.'

Children confidently engage in back-and-forth conversations with staff and each other. They use a wide range of vocabulary. For instance, children compare wet sand to 'cement' and tell adults about the 'Ferris wheel' they are making. Children understand a range of mathematical concepts. They use mathematical language and accurately count as they play. For example, young children talk about the towers they are building. They name triangles and squares and explain that some towers are taller because they have more triangles.

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

- The manager has designed an exciting and challenging curriculum that is based on what children need to know and do ready for their next stage of learning. There is a strong emphasis on independence ready for school and a priority on the prime areas of learning. This helps children to develop a 'can-do' attitude and strengthens their resilience. For instance, staff use phrases such as, 'How do you think you could do that?' and 'What do you think you need to help you do that?' This gives children the strong building blocks they need for the future.
- Staff consistently use praise and encouragement and give children opportunities to express their ideas and make choices for themselves. They are incredibly positive, and they show children how much they value them. Children beam when staff use phrases such as, 'Good job.' This gives children confidence and

develops their self-esteem and self-worth.

- All staff consistently interact with children in a wonderfully engaging way. These incredibly high-quality interactions build on what children know and can do. Staff use highly effective teaching to continually extend children's language and communication. For example, staff skilfully support younger children to pronounce animal names, such as 'hyena', through modelling and repeating back the words correctly for them to copy.
- Children benefit from the range of high-quality teaching strategies that staff consistently use. Staff ensure that children of all ages have opportunities to gain new experiences. They regularly give children time to practise and extend their skills and knowledge. This gives children an excellent foundation for future learning. Staff sensitively support children to take risks in their play. Children confidently climb, swing in tyres, slide down fireman's poles and use knives to chop carrots and broccoli to make soup in their mud kitchen. These opportunities help all children make excellent progress from their starting points.
- Staff know children incredibly well. They use this knowledge, alongside effective assessment procedures, to swiftly identify any gaps in children's learning. These gaps are quickly addressed. Staff expertly adapt their teaching and provide additional or different resources. Support for children with special educational needs and/or disabilities is excellent. Staff work closely with parents and professionals to ensure that children make timely progress. Staff demonstrate a strong ethos of enabling all children to flourish.
- Relationships and support for parents are superb. Staff work closely with families to gain an insight into the lives of the children they care for. Staff use this information to deliver an ambitious curriculum that offers children a broad range of experiences. Parents talk extremely positively about the regular communication they receive. Parents say this helps them to understand what their children are learning and how they are progressing within the early years foundation stage.
- The manager is incredibly ambitious and reflective. She has high expectations of staff and children. She supports staff's professional development and encourages them to continually learn and extend their already high levels of skills and knowledge. This means that staff are extremely well equipped to support children's learning and development effectively. For instance, staff consistently use a range of strategies that is gained from recent training, including breathing techniques, to help children manage their emotions. As a result, children independently take themselves to the 'calm space' and use 'emotion cards' to express themselves and to regulate their emotions when they feel overwhelmed.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2665429
Local authority	Wiltshire
Inspection number	10339426
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	26
Name of registered person	Tisbury Pre-school CIO
Registered person unique reference number	2665427
Telephone number	01747871405
Date of previous inspection	Not applicable

Information about this early years setting

Tisbury Pre-school re-registered in 2022. It was previously registered in 2006. The pre-school is situated in Tisbury, Wiltshire. The pre-school employs three members of childcare staff. Of whom, all hold childcare qualifications at level 3 and level 4. The pre-school opens from Monday to Friday, term-time only. Sessions are from 8.30am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Jauncey

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 inspector viewed the provision and discussed the safety and suitability of the premises with the manager.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents spoke to the inspector, and the inspector took account of their views.
- The inspector observed the quality of education that is provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children talked to the inspector.
- The manager and the inspector carried out a joint observation of 'song time'.

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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