

Maple Grove Community Group



Maple Grove School Site, Maple Grove, MARCH, Cambridgeshire, PE15 8JT

Inspection date	29 April 2016
Previous inspection date	15 June 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
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

- Leadership is inspirational. Managers and the committee show a high level of determination to maintain and exceed the high level of achievement expected. This extremely positive attitude influences staff who equally demonstrate an enthusiasm and commitment for providing children with the very best early years experiences. Naturally, children thrive and progress exceptionally well in their care.
- The learning environment is extremely well thought out and provides children with a wealth of activities, toys and resources to investigate. Observant and skilled staff immerse themselves in children's play, knowing the optimum time to intervene, model play and question or comment to extend learning effectively. Unsurprisingly, children are continually active and highly motivated to learn.
- Excellent settling-in procedures provide children with the very best start at the setting. They especially benefit from meeting staff during home visits and are consequently delighted to see a familiar face on their first day. This has an outstanding impact on children's confidence and enables staff to provide well-matched learning opportunities.
- The opinion of others is actively sought and truly valued by managers. Staff, parents, and children contribute to the robust self-evaluation process, and ensure action plans for improvement are well targeted and sufficiently ambitious. This has contributed to the impressive developments currently undertaken.
- Partnerships with other providers and professionals are central to the excellent practice demonstrated by managers and staff. Stringent information sharing procedures ensure that children's care and learning is coordinated effectively and that when the time comes, their move to school is as supportive as possible.

What the setting needs to do to improve further

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

- strengthen further the very good partnerships with parents and find even more innovative ways to engage them with children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities, both indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the setting manager, deputy manager and the chair of the committee. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jacqueline Baker

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have an excellent awareness of local procedures should they need to report any concerns about children in their care. They are especially vigilant to children's safety as they play outside, taking particular account of the building work currently being carried out adjacent to the premises. Staff are highly motivated by the excellent strategies in place to support their ongoing professional development. Those undertaking further studies have been especially successful in sharing their knowledge with colleagues and making changes to the learning environment. For example, staff have improved the literacy area outside making it more enticing to children. Highly effective monitoring procedures are in place to identify and address gaps in children's development.

Quality of teaching, learning and assessment is outstanding

Staff have an excellent understanding of how young children learn. They use their expert knowledge effectively to provide stimulating learning experiences and activities that spark children's curiosity and creativity. Children particularly enjoy learning outside. Here they use their imaginations during role play games. They learn about capacity and size and shape, using mud and sand or pretending to read with friends. Staff demonstrate excellent teaching skills when joining children in their freely chosen play or during routines, such as snack time. Children communicate confidently and are able to convey their wishes and thoughts successfully with staff and friends alike. Their enthusiasm and level of engagement is second to none as staff skilfully tell enthralling stories illustrated by props and a great deal of drama.

Personal development, behaviour and welfare are outstanding

Children thrive at the setting and are supported by highly skilled staff who get to know them exceptionally well from the start. Parents are valued partners and there are a wide range of strategies in place to share information and keep them fully informed of children's progress. Managers have aspirations to encourage their involvement in children's learning to an even greater degree. Children play exceptionally well together and benefit from the effective and consistent strategies in place to support their behaviour. Children are confident and self-assured. They feel secure in the surroundings which enables them to explore and learn without fear. Nutritious snacks and plenty of fresh air are part of children's daily routines, and support their awareness of good health effectively.

Outcomes for children are outstanding

All children, including those receiving additional funding, make excellent progress from their starting points. They have high levels of confidence and independence as they play and learn the vital skills needed for their successful move to school.

Setting details

Unique reference number	221889
Local authority	Cambridgeshire
Inspection number	854606
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	72
Number of children on roll	134
Name of provider	Maple Grove Community Group Committee
Date of previous inspection	15 June 2011
Telephone number	01354 660543

Maple Grove Community Group was registered in 1994. The setting employs 21 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, all year round. Various sessions are available from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

