

# Inspection of Maple Grove Community Group

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

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Inspection date: 9 September 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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 build exceptional bonds with staff and flourish in their care. Staff are warm and responsive towards the children's needs and help them to feel safe and secure in their environment. Children demonstrate a fantastic attitude towards learning. They actively explore the well-resourced environment and share their learning experiences with members of staff. For example, children excitedly play in the role-play kitchen and discuss what they enjoy having for breakfast. Staff are fantastic role models, which results in children displaying excellent behaviour. They teach children how to be kind and respectful to others. Children are thoughtful and courteous. They help new children to settle in and offer to share their toys or include them in their play.

Children's learning is effortlessly woven through everything they do by the knowledgeable staff. For instance, staff ensure that the environment contains the key resources that individual children need to make them feel comfortable when settling in. There is a clear curriculum intent. The indoor and outdoor environments are remarkably well thought out so that children make exceptional progress with their learning and development. Children use their imagination to create their own stories. For example, children use a magnifying glass to find secret 'fairy doors' hidden around the setting.

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

- The quality of teaching is exceptional. The impact on what children know, understand and remember is highly effective. Staff are very skilled in setting up the environment in ways that spark children's natural curiosity and interests. Staff carry out robust observations of children's learning and quickly identify where children may need additional support. As a result, children make great progress in their development.
- Children, including those with special educational needs and/or disabilities, make excellent progress. Early years pupil premium funding is used effectively to support children in their learning and development. Staff tailor learning to support every child's individual needs and ensure they achieve the best possible outcomes.
- Staff provide a language-rich environment that builds on children's vocabulary and understanding. They introduce new words into children's play. For example, staff discuss how to 'slice', 'mould' and 'squash' the play dough. Children then repeat this language back to their friends while playing. Staff use simple sign language and visual prompts to communicate with children. This promotes an inclusive environment where all children are highly valued.
- Children understand the importance of leading a healthy lifestyle. They skilfully develop their physical skills as they climb, balance and complete obstacle

courses in the garden. Staff promote healthy eating and encourage children to bring in nutritious lunches and snacks. Children take part in daily yoga sessions to support their physical development and mental well-being. Staff teach children about the importance of oral health by role playing as dentists and practising how to brush their teeth correctly.

- The management team and staff have built great partnerships with parents. Parents comment that staff are amazing and welcoming and that they cannot praise them enough. They say that they know what their children are currently learning and how they can continue to support them at home. Parents feel that their children make great progress and the management team is accommodating towards parents' needs.
- Children develop an outstanding level of independence. They understand hygiene procedures and confidently wash their hands after using the toilet without being prompted. Children take pride in helping to tidy up and get ready for lunch. For example, they use spray bottles to wipe the tables and ensure they are clean. Children learn how to dress themselves and to express their wants and needs. This ensures that children are ready for the next step in their education.
- The management team is passionate about the service that it provides. It continually reviews and reflects on its practice to ensure that it gives children a rich set of learning experiences. The manager supports staff's professional development and motivates them to train and develop their already incredible practice. Staff comment that they feel well supported and the manager is thoughtful and caring about their well-being.

## Safeguarding

The arrangements for safeguarding are effective.

The setting has a strong culture of safeguarding. All staff are highly trained and have an impressive understanding of their role in protecting children. They know to refer any concerns they may have about a child to the appropriate safeguarding team without hesitation. Staff receive high-quality training to ensure they can recognise and respond to signs of abuse. This includes radical and extreme views and behaviours. Thorough risk assessments are in place to provide children with a safe environment in which to play and learn. The management team completes robust recruitment and vetting procedures to ensure that those working with children are suitable.

## Setting details

<b>Unique reference number</b>	221889
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10113104
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	76
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	Maple Grove Community Group Committee
<b>Registered person unique reference number</b>	RP905251
<b>Telephone number</b>	01354 660543
<b>Date of previous inspection</b>	29 April 2016

## Information about this early years setting

Maple Grove Community Group registered in 1994. The setting employs 21 members of childcare staff and of these, 19 hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, all year round. Various sessions are available from 7.45am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Laura Redmond

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The deputy manager and the inspector carried out a joint observation during a group activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at a sample of relevant documentation, including staff's Disclosure and Barring Service checks and paediatric first-aid qualifications.
- The inspector spoke to several parents during the inspection and 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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