

# Inspection of Moulton Harrox Pre-School and Out of School Club

The John Harrox Cp School, Broad Lane, Moulton, SPALDING, Lincolnshire PE12 6PN

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Inspection date: 24 February 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children wave goodbye to their parents and carers and come into the setting happily. They independently look for their peg to hang their coats and bags up. Children choose what they like to play with and enjoy these activities with their friends. They take turns to gently water the plants outside and help each other to fill up their water containers. Children develop warm relationships with their peers.

Children spend lots of time outdoors developing their imaginations. They mark make with chinks to draw treasure maps on the pavement. Children confidently draw an 'X', to show where the treasure is hidden. Staff support children's learning by building on what they already know about pirates, and they compose an exciting adventure story. Children develop these skills further as they keenly make up their own stories, pretending to be eaten by the hungry sharks as they swim in the ocean.

Children develop their communication and language skills as they help staff to tell stories and sing songs. Children have a familiar set of stories and songs, which they choose from for their group time. They all join in with the actions in songs as they jump, dance and skip in time to their singing. Children develop secure attachments with staff as they cosy up with their key person to share a book.

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

- Leaders have a clear intent for what they would like children to learn in the setting. They think carefully about the skills and knowledge they need to teach children before they are ready to go to school. Children are encouraged to pour their milk and set the table ready for mealtimes. Children get their warm clothes on independently to go outside to play. Staff give children the time to have a go first before offering help.
- The curriculum for children's physical development is very strong. Staff support children with lots of opportunities to develop their large- and small-muscle skills. They use their circus topic to teach children how to use different equipment as they pretend to be circus performers. For example, children learn to use stilts for the first time. They concentrate and think about how to use their arms and legs at the same time to make the stilts move.
- Staff provide lots of opportunities to develop children's communication and language skills. They encourage children to find funny rhyming words during their key group-time activities. Children are sensitively encouraged to take turns to speak as they hold the special toy, 'Whizzy'. However, some staff do not always build on children's listening and speaking skills as they support their independent play.
- Staff teach children early mathematical concepts well. Children are encouraged

to use the correct vocabulary of 'more' and 'less' as they explore rice with their fingers. Staff model how to make shapes in the rice. Children learn the correct names for different shapes as they draw these independently.

- Children generally behave well in the setting. For example, children play well together in the sandpit, as they share buckets and spades. They take turns riding on the balance bicycles and confidently navigate obstacles. However, some children struggle to manage their emotions as they are told it is time to tidy resources away. This is because staff do not always provide children with enough support and warning to help them finish what they are doing and understand what is expected of them.
- Children are encouraged to lead a healthy and active lifestyle. Staff talk to the children about keeping healthy and have engaging conversations about different food types. As the children use chocolate coins as their pretend pirate treasure, they learn that these are not a healthy snack, and therefore they should only eat them occasionally.
- Children with special educational needs and/or disabilities (SEND) are well supported by the manager and the staff team. Staff identify specific targets for children with SEND, which helps to ensure they make good progress from their starting points. Transitions for children with SEND into school are exceptionally well planned, and the manager liaises with other agencies to support the children.
- Parents speak highly of the setting. They are well informed of everything staff do to support children's learning. Staff work in partnership with parents to help with their children's potty training and bedtime routines at home. Parents state they know who they can go to if they have a question or a concern.
- The joint managers are very committed to their roles. They have clear responsibility areas and work well together. Managers value the expertise of the experienced staff in the setting. Managers and room leaders model good practices to less experienced staff. They ensure that staff supervision is effective and encourage new staff to be reflective in their roles and consider the next stages of their career.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of how to keep children safe. They teach children about potential risks and help them to understand how to keep themselves and others safe. For example, children learn to carry water safely, balance on bicycles, and sweep up rice to ensure nobody slips and falls. Staff risk assess areas in the setting, both inside and outside, to ensure a safe environment for the children. They understand the procedures to follow if they are concerned about a child. Staff know the signs and symptoms of harm. Managers follow strong vetting and recruitment procedures to ensure all staff are suitable to work with children.

## What does the setting need to do to improve?

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

- develop staff's understanding of how they can extend children's vocabulary and language skills during independent play activities
- strengthen support for children to deal with their emotions and help them to understand what is expected of them.

## Setting details

<b>Unique reference number</b>	EY448626
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10233390
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Moulton Harrox Pre School & Out of School Club Partnership
<b>Registered person unique reference number</b>	RP902529
<b>Telephone number</b>	01406 370109
<b>Date of previous inspection</b>	7 March 2017

## Information about this early years setting

Moulton Harrox Pre-School and Out of School Club registered in 2012 and is located in Spalding, Lincolnshire. The setting employs 10 members of childcare staff. Of these, seven members of staff hold appropriate early years qualifications at level 3 or above. It opens Monday to Friday, during term time. Sessions are from 8am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Helen Lakey

## 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 managers and the inspector completed a learning walk together. The inspector held discussions with the managers of the setting to understand how the curriculum is organised and monitored.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to the managers, staff and children at appropriate times throughout the inspection.
- The inspector and the manager jointly evaluated an activity together and discussed how children's learning could be developed further.
- The inspector sampled some of the provider's documentation and reviewed a staff supervision form.
- The inspector spoke to two parents 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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