

# 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

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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

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

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