

# Maple Grove Community Group

Inspection report for early years provision

---

**Unique reference number** 221889  
**Inspection date** 15/06/2011  
**Inspector** Janet Keeling

**Setting address** Maple Grove School Site, Maple Grove, MARCH,  
Cambridgeshire, PE15 8JT  
**Telephone number** 01354 660543  
**Email** mgcg@tesco.net  
**Type of setting** Childcare on non-domestic premises

---

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 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Maple Grove Community Group opened in 1994 and moved into its present building in 2001. It operates from a purpose built building located in the grounds of Maple Grove Infant school in the Fenland town of March, Cambridgeshire. Children have access to three enclosed, outdoor, play areas. The setting is registered to provide nursery, before and after school care and a holiday club. The setting serves children and families from the local and surrounding areas.

The setting is open Monday to Friday from 8am to 6pm all year round. A maximum of 72 children from two years to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 11 years. Currently there are 207 children on roll, of whom 146 are within the early years age group. The setting is in receipt of funding for early years education. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 22 members of staff who work directly with the children. Of these, 18 hold National Vocational Qualifications (NVQs) at level 3 or above and three hold NVQs at level 2. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff are exceptionally confident and capable in delivering the Early Years Foundation Stage framework. They are extremely knowledgeable and experienced, and successfully recognise the uniqueness of every child. Consequently, children blossom and make significant progress in their learning. Highly effective partnerships with parents and other agencies ensure each child's care and education is supported and tailored to their individual needs. Most policies and procedures are in place and implemented effectively to safeguard and promote children's welfare. The setting is led and managed by a dedicated and highly motivated manager who strives to attain outstanding levels of care and education for all children at this truly vibrant and fully inclusive group. Together, all staff embrace the process of self-evaluation and demonstrate an outstanding commitment and ability to sustain continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving induction procedures for parent helpers and volunteers.

## **The effectiveness of leadership and management of the early years provision**

Excellent priority is given to safeguarding. The setting has trained, designated staff who take the lead on safeguarding issues. They have an excellent understanding of safeguarding procedures. The setting's comprehensive policies and procedures are implemented consistently and robustly. For example, rigorous recruitment and vetting procedures are in place to ensure that adults working with the children are highly suitable to do so. Effective induction procedures are in place for new staff, although, induction procedures for parent helpers and volunteers, to ensure they are given full information and guidance on their roles and responsibilities, are less well developed. Staff are vigilant about the safe arrival and collection of children and routinely verify the identity of all visitors. Detailed risk assessments and daily checks are completed and, as a result, potential hazards to children are fully minimised. The learning environment is exceptionally well organised, bright and welcoming. Staff are deployed effectively to ensure children are supervised safely at all times. Excellent quality resources are fully accessible to the children, allowing them to make choices about their own learning and play.

The manager and staff have a clear vision for the setting and set high standards which are embedded across all areas of practice. They embrace the process of self-evaluation and strive to attain outstanding levels of care and education for all children. Staff are passionate, caring, and outstanding role models. Regular staff meetings provide valuable opportunities for staff to share excellent practice, while yearly appraisals encourage the continued professional development of all staff. Methods to promote equality and diversity thread through the whole setting. This is successfully achieved through the use of visual displays and posters, role play equipment, planned activities and through open discussions between staff and children. Excellent links have been established with other early years professionals and external agencies, ensuring children's needs are consistently supported. The foundation stage teachers from the host school visit the children to get to know them prior to them starting school. Also, during the summer term children visit their new classroom so that they can familiarise themselves with their new learning environment.

Partnerships with parents and carers are outstanding. Parents expressed excellent views of the group during the inspection. Comments included, 'a wonderful environment', 'excellent communication between staff and parents' and 'staff are approachable and extremely supportive'. Parents are warmly welcomed by staff, who dedicate time getting to know children and their families. The group operate a highly effective key person system, which ensures children's individual care and educational needs are fully supported. Information is shared successfully through a variety of appropriate methods, for example, through newsletters, informal discussions between staff and parents each day, newsletters and the 'home link book'. Parents also see many delightful photographs of their children displayed in the different rooms, which demonstrate their children's involvement in an array of activities. All playrooms are used to showcase children's beautiful work.

## **The quality and standards of the early years provision and outcomes for children**

There is a welcoming atmosphere and a constant buzz of enjoyment as children immerse themselves in their learning and respond to challenges with enormous enthusiasm. They show exceptionally high levels of independence and have extensive opportunities to lead their own learning. There is an excellent balance of adult-led and child-initiated activities that result in children being active learners, creative and able to think critically. Staff interaction is inspiring. They know the children very well, ask open ended questions and competently support children as they play. All children are valued and treated with equal concern, with any specific requirements being sensitively met through discussion with parents and other professionals. Staff have an exceptional knowledge of children's individual needs as they observe, discuss and record information on a daily basis. Information is evaluated and used to identify the next steps in a child's learning. Children's learning is meticulously documented and celebrates children's achievements. Development records are made accessible to parents at all times and are sent home at the end of each term for parents to read and to contribute to as they wish.

Children are highly interested in what they are doing and have lots of fun. They make outstanding progress towards the early learning goals as they engage in a stimulating range of first hand learning experiences. For example, they plant strawberries, raspberries, potatoes and runner beans and talk about the importance of the sun and water in the growing process. They help to water their produce each day and when it is ripened they eat it at snack time. Children have many opportunities to enjoy singing sessions and to explore a range of musical instruments. For example, there is great fun as children tunefully sing 'If You're Happy and You Know It'. Children's mark making skills are fostered successfully, with many opportunities to draw, paint and practice emergent writing during play. Their creativity is wonderfully supported through access to an extensive range of exciting role play equipment, construction toys, chinks, sand, water and dough. Outdoors, there is lots of laughter and excitement as children sit in the sand pit and explore. They recall past experiences of playing on the beach while on holiday with their families. Children relish being in the fresh air and access a wonderful range of outdoor play activities. They explore their natural environment as they hunt for mini beasts and talk about the weather as it begins to rain. Their physical development is very well supported as they access an exciting and very well resourced outdoor area. They competently pedal bikes, throw and catch bean bags, kick balls into nets and skilfully use the rope swing. Children also benefit hugely from visitors from the local community who help and support children's understanding of the wider world. For example, they enjoy regular visits from the dentist, a doctor and community police officers. They also thoroughly enjoyed a visit from a parent who talked to the children about farming. Children attending the out of school and holiday club also engage in a wonderful range of activities which fully support their interests and learning needs. Children also have opportunities to go on trips to places, such as Hunstanton and Sandringham.

Children develop a significant understanding of healthy eating through topic work and ongoing discussions with staff. At snack-time they enjoy a range of healthy snacks and talk about which of the fruits are their favourite. They also freely access drinking water throughout the sessions, ensuring they remain hydrated. They have excellent opportunities to learn how to stay safe by playing in a safe and supportive environment. They understand how to evacuate the premises in an emergency and are gently reminded how to use equipment safely while playing. Children's behaviour is outstanding. They are actively and consistently praised by staff for their efforts and achievements and consequently their confidence and self-esteem are carefully fostered. They demonstrate a growing awareness of their own health and hygiene needs. Children develop excellent levels of respect for themselves and others, their cultures and beliefs. This is achieved as they take part in celebrating birthdays and festivals throughout the year. Children thoroughly enjoy their responsibilities as they help staff with a variety of tasks during the session. Overall, children successfully demonstrate that they are acquiring excellent skills that will help them in the future and prepare them for their transition from pre-school into school.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met