

Moulton Pre School

Moulton Village Hall, Bridge Street, Moulton, Newmarket, Suffolk, CB8 8SP



Inspection date

5 July 2017

Previous inspection date

6 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management committee, manager and staff take time to reflect and consult parents and children. This enables them to continuously develop the service they offer in line with the changing child care needs of local families.
- Children enjoy a wide -range of interesting activities that motivates them to try things out for themselves and explore what happens next. They become motivated, active learners who make good progress in readiness for school, given their age, ability and starting points.
- Staff plan exceedingly well for inside and outside learning. This helps to ensure that the learning styles of different children are met well.
- Children enjoy opportunities to extend their personal independence and physical skills. They manage single-handed tools with increasing control, and learn to be considerate of others while taking turns to use equipment.
- The manager and staff work with other professionals. For example, teachers from local primary schools visit the setting to talk with children and staff. This enables them to share information that can be used to help children move on confidently to the next stage of their learning.

It is not yet outstanding because:

- Strategies to encourage parents to share information about their children's achievements at home have not been explored as far as possible.
- The training and professional development of staff is not consistently focused on building specific skills to raise the quality of their teaching even further.

What the setting needs to do to improve further

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

- strengthen the good communication with parents, exploring further ways for them to share pertinent information about their children's learning and development at home that staff can continue to build on
- extend the use of more targeted professional development opportunities, to strengthen existing knowledge and teaching skills further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity and discussed this with the manager.
- The inspector held a number of discussions with the manager, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children and the committee. The inspector also discussed with the manager how she reflects on practice.
- The inspector took account of the views of parents through email feedback and discussions during the inspection process.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All members of staff, including the manager, complete regular safeguarding training. They have a good understanding about the possible signs or symptoms of abuse or neglect and know what action to take should they have a concern about a child in their care. Staff have completed specialist training and know how to support vulnerable families and identify any children at risk of being exposed to extreme ideas of right or wrong. The manager and staff track children's ongoing progress, and monitoring identifies where children require additional support to develop key skills and close gaps in their learning. Parents are delighted with the quality of care and education their children receive.

Quality of teaching, learning and assessment is good

Staff make observations of each child and use these to assess the progress they make. All children make good progress. They learn to communicate competently, interact socially and manage physical skills capably. Staff plan and deliver a good range of interesting learning opportunities, which capture the children's imagination and promotes their thinking skills. For example, children talk about how many legs a spider has, discuss how water can splash and hold shells to their ears to listen for the sea. Staff used good teaching methods to promote children's learning. They ask probing questions and provide time for children to think and respond.

Personal development, behaviour and welfare are good

Children explore the similarities and differences of other cultures and customs, helping them to become more aware of the wider world. They enjoy being independent as they wash their hands at pertinent times and serve their own snacks or pour drinks with increasing competence and control. Staff provide healthy snacks, talk about these with the children. Children use their developing knowledge to identify where different food comes from and excitedly share that milk comes from cows. Staff encourage children's independence, such as washing their hands and clearing away their cups and plates after snack. Children's behaviour is very good. They use sand timers to ensure that turn taking is fair and help each other at tidy up time. The staff act as good role models, demonstrating good manners and encouraging children to use these throughout the day.

Outcomes for children are good

Children develop physical skills as they explore the well-equipped indoor and outdoor areas. They embed a wide range of pertinent skills that will help them with later learning. For example, children enjoy many different ways to explore numbers, including sorting plastic bears by colour, size and quantity. Children recognise number symbols one to five and match these to the correct number names, both in and out of sequence. They listen carefully and keenly follow instructions, joining in with enthusiasm.

Setting details

Unique reference number	251574
Local authority	Suffolk
Inspection number	1090292
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	24
Number of children on roll	29
Name of registered person	Moulton Pre-School Committee
Registered person unique reference number	RP902166
Date of previous inspection	6 March 2015
Telephone number	07905 786 303

Moulton Pre -School was registered in 1973 and is managed by a voluntary committee. The pre-school employs six members of staff. Of these, five hold appropriate early years qualifications. The pre-school opens on Monday, Wednesday and Friday. Sessions are from 9.15am to 2.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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