

Inspection of Moulton Pre School

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

Inspection date: 6 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 arrive confidently to the pre-school and are greeted by welcoming staff at the door. They smile and say 'hello' to staff, acknowledging them by name, and independently hang up their belongings on their peg. They expertly identify their own name and place it on the registration tree. The pre-school prioritises getting to know families and children when they first start. They communicate well with parents to keep up to date with any changes that are happening at home. For example, staff are aware children will be welcoming new siblings at home. They provide a role-play hospital for children to explore, and talk to them about who is in their family. This supports children to develop an awareness of different families beyond their own.

Children's independence is at the centre of this pre-school's curriculum. Children confidently solve their own conflicts and at mealtimes; they excitedly write their name on the 'waiting list' to identify they would like to be next for snack. They expertly wash their own hands and serve their own food and drink. Children behave well throughout the day and follow the routine of the pre-school well. They enjoy tasks, such as being 'special helper' and ringing the bell for group time. This helps to give children a sense of responsibility.

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

- Communication and language is well supported. Leaders and managers work closely with speech and language therapists to identify any gaps in children's communication, and staff effectively use simple sign language to allow children to express their wants and needs. For example, during snack time, children confidently sign for 'milk' and 'water' to identify their preference.
- Children enjoy listening to stories with staff. Staff read with fascination and interest, to support children to develop a love for literature. Children enjoy pointing out different animals in the story and staff introduce new vocabulary, such as 'coil', and discuss with children what this means.
- Staff are confident to support children to follow the behaviour expectations of the pre-school and remind them to use their 'listening ears'. Children enjoy playing cooperatively with others in the sand tray, and are supported by attentive staff to identify whose turn it is next. However, staff do not effectively use facilities, such as the outdoor area, to provide children with opportunities for physically active play when they are becoming restless. This occasionally impacts on their concentration during activities.
- Children are provided with a wealth of opportunities to develop their understanding of the world around them. They benefit from having parents visit the pre-school to talk about their occupations, to support children's understanding of how to contribute positively to society. Children enjoy taking

part in a weekly song and rhyme time led by a local music company. They are well supported to understand their next transition in education, for example, by having regular opportunities where local school teachers come in and read stories together.

- Staff confidently identify children's interests and use these to encourage them to participate in activities. However, at times, children with special educational needs and/or disabilities (SEND) find it difficult to maintain concentration during activities and are not consistently supported by staff to develop their communication and understanding. This means that they do not fully benefit from the learning experiences provided at the pre-school.
- Parents are thankful for the care that staff provide at the pre-school. They report staff are approachable and care about the children and families that attend. They feel communication is a real strength and state they are involved in their child's learning by sharing ideas with staff. Parents appreciate the opportunities to come in and be involved for 'helper' sessions to spend time with the staff and children.
- Staff value their team and feel well supported. Leaders and managers provide relevant training opportunities, which are identified during supervisions. The impact of training is discussed during staff meetings. For example, staff complete a behaviour training course and share their newly learned knowledge with other staff to improve practice throughout the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

The manager is extremely passionate about keeping children safe and gives this a high priority in the pre-school. Staff are knowledgeable in their role if they are concerned about the welfare of a child and confidently discuss the signs and symptoms of abuse. The manager ensures staff receive regular safeguarding training on wider issues, such as signs to look out for if a child is being radicalised and the importance of monitoring attendance. Staff receive regular supervisions with the manager, which checks their ongoing suitability. The experienced manager ensures all staff receive a thorough induction when starting, so they are aware of what is expected of them.

What does the setting need to do to improve?

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

- continue to consistently implement ways to promote good communication and attention skills for children with SEND, to allow them to make good progress in their learning
- maximise opportunities for children to explore the outdoor environment to allow them to be physically active in play.

Setting details

Unique reference number	251574
Local authority	Suffolk
Inspection number	10276191
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	26
Name of registered person	Moulton Pre-School Committee
Registered person unique reference number	RP902166
Telephone number	07958 290837
Date of previous inspection	5 July 2017

Information about this early years setting

Moulton Pre School registered in 1973 and is managed by a voluntary committee. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. 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.

Information about this inspection

Inspector
Holly Todd

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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity and during snack time with the manager.
- Parents and childminders shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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