Moulsham Infant School - Out of School

Unique reference number (URN): 2824757

Address: Moulsham Infant School, Princes Road, CHELMSFORD, CM2 9DG

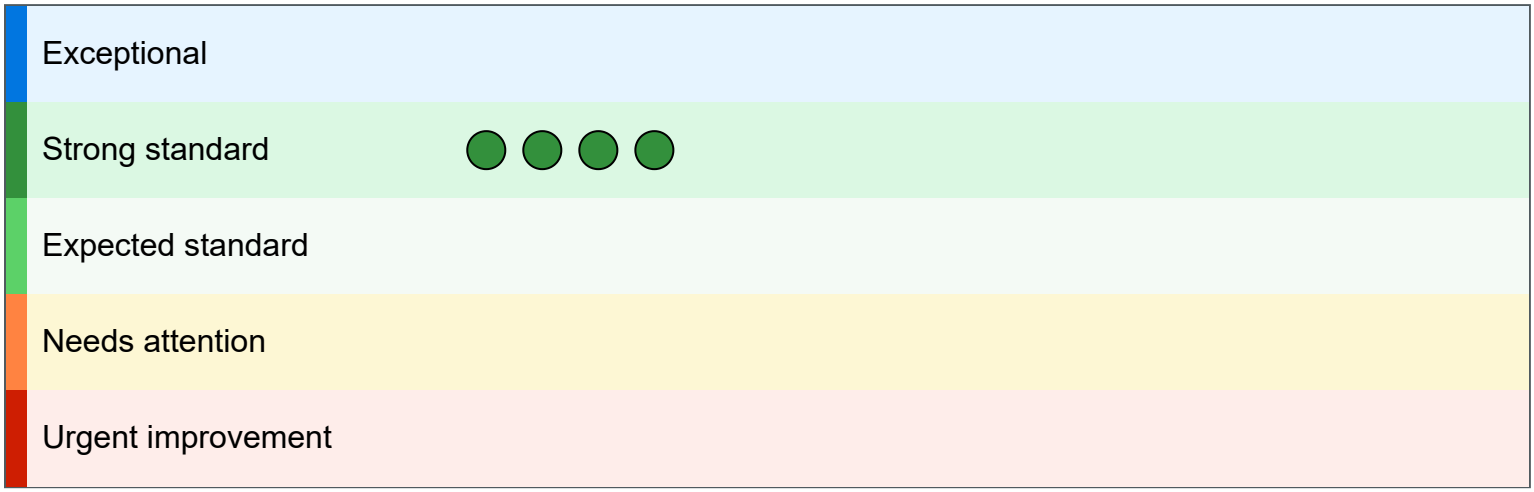
Type: Childcare on non-domestic premises

Registered with Ofsted: 29/04/2025

Registers: EYR, CCR, VCR

Registered person: Dovedale Nursery C.I.C

Inspection report: 7 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Behaviour, attitudes and establishing routines

Strong standard

Children feel safe, happy and secure in this stimulating and welcoming setting. Well-established routines are embedded throughout the provision, and children follow them independently. Staff are excellent role models, who consistently promote clear, age-appropriate expectations for behaviour. As a result, children behave incredibly well and demonstrate high levels of respect, kindness and consideration towards their peers and adults. Nurturing staff encourage children to share resources, cooperate and take turns during activities. For example, during imaginative play, children work collaboratively to build a town. They listen carefully to one another's ideas, take turns to contribute and thoughtfully position the houses to create a larger community. Children confidently discuss their plans with peers and adults, explaining what they are creating and proudly sharing the finished result. These meaningful experiences foster children's curiosity and enthusiasm for learning, while strengthening their social skills, thinking and problem-solving abilities.

Staff know children very well and are highly responsive to their individual needs. Any instances of minor challenging behaviour are managed promptly, calmly and sensitively. Staff adapt their approach effectively to help children understand the impact of their actions and develop strategies to regulate their emotions. This supports children in building resilience, self-awareness and positive relationships with others. Leaders have established robust systems to monitor attendance and ensure it remains consistently high. They work closely with parents, carers and school staff to promote regular attendance and punctuality. Children thoroughly enjoy attending this setting, where they benefit from a wealth of stimulating and engaging opportunities. They feel valued, included and supported, which contributes significantly to their confidence, wellbeing and eagerness to learn and achieve.

Children's welfare and wellbeing

Strong standard

Children thrive in this warm, welcoming and inclusive environment. They feel safe, valued and respected, which helps them settle quickly and develop a secure sense of belonging. Well-structured routines support children to move confidently through the day and encourage high levels of independence. Children eagerly make their own choices from a wide range of stimulating experiences. For example, while playing outdoors, they confidently use climbing equipment and other apparatus with increasing control and coordination, demonstrating a secure understanding of how to keep themselves safe. Children embrace healthy and active lifestyles. They enthusiastically participate in physical activities and games with their friends, making the most of outdoor play opportunities in all weather conditions. During mealtimes, children follow the setting's hygiene routines independently and make healthy choices about the food they would like to eat, further developing their independence and self-care skills.

Children form warm, trusting relationships with attentive staff, who are highly responsive to their individual needs. They benefit from thoughtfully designed quiet spaces, where they can relax, enjoy books and regulate their emotions in a safe and supportive environment. Older children are particularly excited to take part in first-aid-themed activities with skilled staff. Through imaginative play, they practise applying bandages and creating slings for their

friends, developing their understanding of personal safety and how to respond in everyday emergencies. As a result, all children, including those who may face barriers to engagement, develop growing confidence, emotional resilience and a robust sense of wellbeing in this nurturing setting.

Inclusion

Strong standard

Leaders and staff are highly skilled, experienced and committed to ensuring that inclusion is at the heart of the setting's practice. They implement robust systems and work proactively with parents, carers and other professionals to secure the best possible outcomes for all children. Staff take time to develop a thorough understanding of each child's individual needs and make carefully considered adaptations to ensure every child is fully included. For example, when children find it difficult to communicate their needs verbally, staff use creative approaches, such as play-based interactions and sensitive support, to help them express themselves with confidence. As a result, children who may face barriers to engagement, settle quickly, feel secure and make significant progress in this warm and welcoming environment.

Staff and leaders are highly effective in identifying children's emerging needs and implementing support plans to improve their outcomes. They engage in regular professional development, including training on areas such as autism awareness, to enhance their knowledge and expertise. Leaders hold regular meetings with staff and external professionals to review children's progress, deepen their understanding of individual needs. They agree targeted strategies to help children achieve their goals. Their unwavering commitment to meeting the needs of every child ensures that all children, including those with special educational needs and/or disabilities, benefit from enriching, inclusive experiences that promote confidence, independence and success.

Leadership and governance

Strong standard

Leaders are highly ambitious, reflective and unwavering in their commitment to providing a unique, inclusive environment, where all children can thrive and achieve the best possible outcomes. They have a clear vision for the setting and work proactively to drive meaningful improvements that benefit children and families. For example, leaders actively seek additional funding and resources to enhance support for children with special educational needs and/or disabilities (SEND), ensuring that they receive the help they need to succeed. This vision is shared and fully embraced by all staff, who demonstrate the same commitment, passion and dedication to improving children's experiences and outcomes.

Leaders foster a positive and supportive culture in which staff feel valued, respected and empowered. Staff benefit from regular, high-quality professional development opportunities that strengthen their knowledge and practice, particularly in meeting the needs of children with SEND. As a result, staff are highly motivated, confident in their roles and committed to delivering high-quality care and learning experiences. They report high levels of job satisfaction, which contributes to robust staff retention and continuity for children.

Leaders and staff have established highly effective partnerships with parents and carers, who speak very positively about the setting. Parents value the nurturing approach taken by staff and the care given to helping children settle confidently into the provision. They

particularly appreciate the attention given to managing children's allergies and dietary requirements, ensuring that every child feels safe, included and well supported. Partnerships with school leaders and staff are equally effective, promoting a consistent and coordinated approach to meeting children's individual needs. As a result, children benefit from a seamless network of support that promotes their wellbeing, learning and development across all aspects of the setting.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children are incredibly happy and confident in this stimulating and nurturing setting. They arrive eagerly, ready to begin a session filled with engaging experiences. Upon arrival, children independently place their belongings in designated areas and quickly immerse themselves in activities of their choice. They benefit from a highly stimulating environment that is carefully tailored to meet their individual needs, interests and abilities. For example, children who require additional support benefit from sensitive guidance and time to settle, enabling them to make their own choices, such as selecting what they would like for dinner. As a result, children feel secure, valued and comfortable, settle quickly and enjoy spending time with their friends.

Children are encouraged to make independent decisions about their play. For example, those who wish to access the outdoor playground, confidently put on their coats and line up sensibly at the door. They follow staff's instructions carefully and move safely to the playground, demonstrating a secure understanding of routines and expectations. Children show high levels of enthusiasm and engagement as they take part in a wide range of exciting activities that promote curiosity, exploration and discovery. They sustain concentration well and display determination during creative and mark-making activities, proudly sharing their achievements with attentive and caring staff.

Children feel safe, secure and emotionally supported in this warm and welcoming setting. They develop meaningful friendships and positive relationships with staff, who know them well. During group activities, children listen attentively, take turns and confidently share their ideas. They demonstrate respect, kindness and consideration towards others. Children attend regularly, supported by effective systems that leaders have established to monitor attendance in partnership with parents, carers and the host school. As a result, children thrive in this supportive and nurturing environment and are often reluctant to leave at the end of their sessions.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards.

About this inspection

The inspector spoke with leaders, staff, parents, carers and children during the inspection.

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.

Inspector:
Anca Sandu

About this setting

Unique reference number (URN): 2824757

Address:
Moulsham Infant School
Princes Road
CHELMSFORD
CM2 9DG

Type: Childcare on non-domestic premises

Registration date: 29/04/2025

Registered person: Dovedale Nursery C.I.C

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:00 - 09:00,Monday,Tuesday,Wednesday,Thursday,Friday : 15:15 - 18:00

Local authority: Essex

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 7 October 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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