



Moonbeams Pre-School

Inspection report for early years provision

Unique Reference Number	199402
Inspection date	20 November 2006
Inspector	Susan, Esther Harvey
Setting Address	Kingsley Road, Chippenham, Wiltshire, SN14 0AS
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Registered person	Moonbeams Playgroup
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Moonbeams Pre-school opened in the current premises in 1990 and operates from a community hall in Chippenham, Wiltshire. A maximum of 26 children may attend at any one time. The pre-school is open each weekday from 09.10 to 11.40 Monday to Friday and 12.20 to 14.50 Tuesday and Thursday, term time only. Children have access to a secure enclosed outdoor play area.

There are currently 33 children from three to under five years on roll. Of these 29 children receive funding for nursery education. Children come from the local area. The pre-school currently support children with learning difficulties and support children who speak English as an additional language.

The pre-school employs eight members of staff. Of these, four hold appropriate early years qualifications and one member is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning the importance of appropriate personal hygiene routines. This includes close supervision by staff while children visit the toilet, and before snack time. All staff hold recent first aid certificates which ensures appropriate action will be taken if an accident should occur. Documents relating to accidents and administration of medication are well organised and kept according to the national standards. Children manage self-care skills well, they are able to put on aprons and coats with little assistance.

Children enjoy a good range of planned physical activities. This includes climbing and balancing on beams and crawling through tunnels, as part of an obstacle course. Outside play includes the chance for children to run and climb. They develop their large muscle control, by kicking balls and riding bikes. Children increase their small hand and finger muscles by regularly using scissors, rolling out play dough with various utensils, as well as painting with a variety of tools, and drawing pictures with a selection of pencils.

Children eagerly take part in trying a selection of healthy snacks throughout the week. This includes dried and fresh fruit, bread sticks and toast. Children are learning to develop their independence as they serve each other with snacks and pour water during a measuring activity. As a result, children are learning about a healthy lifestyle as part of a daily routine.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in light and airy surroundings. They can choose freely from low-level shelving units and tables on which the toys are set out ready for children on arrival. Staff check toys and equipment regularly to ensure they are safe and suitable for the purpose. Books are changed each week, or to cover a particular topic.

Children benefit from a range of effective safety measures, and staff members pay close attention to general safety. Children are learning to help share the responsibility for their own safety. For example, they take part in emergency evacuation routines learning how to leave the premises safely and effectively. They enthusiastically tidy away toys at the end of the session. Good security measures prevent unwanted access to the premises and outside area. Staff are highly tuned to children's movements throughout the session. They supervise the children's arrival and departure at the main entrance, and the visitors book is effectively used. Children move around safely and confidently in the large hall. This is divided by small tables and chairs to prevent children running around.

Staff members are aware of their personal responsibility regarding the correct procedure to follow if they have any concerns about a child in their care. As a result, children are well protected and remain safe.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily into the setting and are beginning to develop a good level of confidence and self-esteem as they eagerly take part in the activities on offer. They are comforted by kind and caring staff when distressed. Children make their own choices from the variety of toys and resources set out ready for them to use at the beginning of the session. This includes using play dough, and the chance to cook cakes and biscuits. Children are beginning to demonstrate good levels of concentration as they sit for some periods of time when ice-painting, or building a jigsaw puzzle.

Children are beginning to speak confidently in familiar groups. They are learning to listen to what each other has to say. Children develop close relationships with staff and with each other. Staff give children lots of praise and recognition in many ways. This ranges from thanking children for 'good listening', to acts of kindness towards each other.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are making generally good progress towards the stepping stones and early learning curriculum, given their starting points and capabilities. Assessments and observations are clearly written giving staff and parents the opportunity of seeing where the children are in their learning. However, staff do not use the information gained from the well documented observations and assessments, to move children on to their next stage of learning. As a result, children's individual learning opportunities are not realised. Plans are varied and topics covered throughout the year are a good balance. For example, children learn about 'people who help us', 'dinosaurs' and, 'mini-beasts'. A varied range of physical exercises are also included in planned activities.

Children are confident speakers. They initiate conversations about their experiences. For example, they talk about their parents and friends and where they have been at the weekend. They learn about the natural world as they visit a local farm, and see various animals living in their own environment. Children enjoy looking at photographs to remember the visit. Children work well in small groups while playing a lotto game or arranging traffic jams with cars and lorries.

Children take pleasure in singing, and confidently learn Christmas songs ready for their concert. Children learn about matching numbers to objects, and most children can easily count up to ten and many beyond. They enjoy listening to stories and using books for pleasure. These are handled with respect by many children. As a result, children are learning the importance of the written word.

Children are beginning to identify their names on entering the play group. They attach their name to a 'washing line' with small pegs, and count the number of names finally hanging on a

line. They are beginning to make marks on paper as they draw and paint. Children enjoy making cakes and biscuits to sell for a children's charity, learning to weigh and measure the ingredients. But they have limited opportunity to develop a stimulating interest in information technology.

A sound range of practical activities help children to develop a positive attitude to learning. They enjoy being able to choose from several activities which change each day, giving children some variety which encourages their interests.

Helping children make a positive contribution

The provision is good.

Children are fully included in the setting and highly valued as individuals. Children with learning difficulties benefit from a good level of support from staff and outside agencies. Children behave well and are encouraged to learn about the consequences of their behaviour through the patient management of staff. Children receive a lot of praise from staff and are encouraged to be kind to each other. They are given recognition for acts of kindness which includes adding their name to the 'kindness tree'. Children make friends and know each other by name. They ask each other to join in and play with the various activities provided by staff.

Children are introduced to most areas of diversity and have the opportunity to look at books, use jigsaw puzzles, and learn about various cultural festivals as part of planned activities. Children are able to connect some positive images of diversity through seeing pictures around the hall. They are introduced to an interesting range of topics to extend their vocabulary and knowledge. This includes 'the jungle and rain forest', 'old fashioned toys', and St. George's day.

Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents is good.

Parents are provided with a wealth of information about the setting. This includes written information in a parent pack, informative notice board, and details of planned activities. Regular news letters keep parents informed of fund raising activities, results of committee and staff meetings and future topics. Parents receive daily verbal information from staff about the time children spend in the pre-school. There is an active parent committee. Parents are invited to be involved in the children's learning in several ways. This includes being part of the parent rota. New parents are asked to comment in the form of a questionnaire about how they feel their child has settled into the preschool. The form also gives parents the chance to be part of the parent rota if they wish. Twice a year all parents take part in a questionnaire, so that staff and committee are able to get parent views, and use the comments as a way forward to improve.

The effective partnership between parents, committee and staff enable children's needs to be met.

Organisation

The organisation is good.

The provider meets the needs of the range of children for whom it provides. Children's well-being and education is supported by staff who are experienced and appropriately qualified. They are committed to improving their professional development by attending a variety of courses. There is a smooth operational plan which is effective in practice. This ensures that the pre-school runs smoothly, as a result, children benefit from stable routines.

Staff work well together as a team and their individual skills complement each other in order for children to be cared for appropriately. Meetings are held regularly between committee and staff to ensure children and their families are provided with a quality service.

Leadership and management is satisfactory.

The committee and supervisor have a clear understanding and an awareness of their strengths, as well as areas for improvement. A strong parent committee is supportive of staff who have a appropriate understanding of the Foundation Stage curriculum. They are able to apply most of it in practice to support children's learning. Staff are committed to furthering their professional development by attending courses in order to improve the standards in education for children. There are regular staff and committee meetings, and they use this time to discuss their training needs, fundraising activities and plan for future themes and topics.

Clear policies and procedures support staff in working in partnership with parents. There are good links between home and the pre-school enabling the children to settle well.

Improvements since the last inspection

At the last care inspection the provider was asked to develop opportunities for all parents to see and add their own comments to the record of children's progress, and to ensure the complaints policy lists Ofsted as the registering authority to whom parents can talk if they wish to make a complaint.

A parent questionnaire has been introduced, and an information board contains details of children's key worker. After the children's first day in the group, parents are given a letter to welcome them to the setting, which also gives details of who greeted their child. Children receive a certificate of their achievements stating what they took part in during the session. A full complaints process is in place including a policy. This is in the parent pack and on the notice board. As a result partnership with parents has improved, as well as general record keeping in the pre-school.

At the last education inspection the provider was asked to routinely include opportunities for children to write and use every day technology, such as phones and clocks, and a wide range of accessories, and to monitor children's behaviour and take steps at an early stage to prevent disruptive behaviour affecting the learning of other children. The provider was also asked to organise the whole group time to encourage children to concentrate and listen quietly, and to ensure the activity is appropriate to the stage of development of each child.

Opportunities are given for children to write lists in the kitchen and role play area, a telephone and a clock has been provided in the kitchen unit, staff have attended a course on behaviour management and individual play plans have been introduced for some children in order for a more directed approach to be used by staff. During children's quiet time props, such as puppets, are now used as visual aids to keep children's attention.

These improvements have enabled children to learn about the impact their behaviour has on others, and the experience of developing their writing skills. Children have the chance to learn appropriate listening skills in an interesting way.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve and display positive images of disability in other areas of the room used by the children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- use the information gained from the well documented observations and assessments in order to move children on to their next stage of learning
- stimulate children's interest in information technology by providing a good range of toys and resources as part of the daily plan

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk