

Moonbeams Pre-School

Inspection report for early years provision

Unique reference number	221904
Inspection date	10/12/2008
Inspector	Emma Bright

Setting address	1 St. Catharines Road, Cambridge, Cambridgeshire, CB4 3XJ
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Description of the setting

Moonbeams Pre-School is managed by a voluntary management committee, made up of parents of children at the setting. It opened in 1997 and operates from a single storey wing of the Meadows Community Centre in Cambridge. A maximum of 26 children may attend the setting at any one time. The setting is open three days a week (Monday, Wednesday and Thursday) from 09:15 to 15:45 for 49 weeks of the year. All children have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register. There are currently 32 children on roll who are within the Early Years Foundation Stage (EYFS). Children come from the local area.

The setting employs five staff. Of these, four hold appropriate early years qualifications and two are currently working towards a qualification.

Overall effectiveness of the early years provision

Children enjoy their time at the setting and overall make suitable progress in their learning and development; staff ensure the individual needs of children are satisfactorily met. Staff provide a warm and welcoming environment and satisfactory systems are in place to promote children's health and safety. The system for monitoring and evaluating the provision is not fully effective which means that areas for continuous improvement are not identified.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop practitioners' knowledge and understanding of the learning and development requirements in the framework for the Early Years Foundation Stage to enable them to effectively support and extend each child's learning in all areas
- develop further the use of children's assessment records so that they can be used effectively to inform planning, identify next steps in children's learning and build on what they already know. Ensure that parents have regular opportunities to contribute
- make more effective use of activities, resources and space; both indoors and outdoors so that children are challenged in all areas of learning and they have access to good quality learning experiences
- develop an effective system for monitoring and evaluating the early years provision in order to maintain continuous improvement.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure Ofsted is informed of changes in the committee (Suitability of adults).

09/01/2009

The leadership and management of the early years provision

The setting has established a well maintained and friendly environment where children and parents are made to feel welcome. Staff demonstrate a sound knowledge and understanding of Safeguarding Children procedures and are generally pro-active in helping children to understand how to keep themselves safe. Most of the required documentation is in place for the safe running of the setting. However, Ofsted have not been informed of changes to the committee therefore they have not been vetted and this compromises children's safety.

Suitable information is provided to parents about the setting and sound systems are in place for staff to gather information about children's individual care needs. Although staff offer daily verbal updates to ensure parents are informed about their child's care, parents are provided with limited opportunities to contribute comments to individual assessment records and be involved in their child's learning and development. The system for ongoing self-evaluation of the provision does not effectively assess the strengths and weaknesses of the setting and this means that some of the recommendations from the last inspection have not been addressed.

The quality and standards of the early years provision

A sound range of activities are provided for children and this enables them to make satisfactory progress across most areas of learning and development. However, staff do not have a clear enough knowledge and understanding of the learning and development requirements in the framework for the Early Years Foundation Stage to enable them to effectively support and extend each child's learning in all areas. Satisfactory planning is in place with flexibility to give children time for lots of individual play. However, the organisation of activities, resources and space means that children are not effectively challenged in all areas of learning and therefore access to good quality learning experiences is limited. Staff carry out regular observations of the children as they play and these are added to children's individual assessments. However, they are not effectively used to inform planning and identify next steps in children's learning.

Children are able to make choices about what they do and they readily explore their environment, choosing between indoor and outdoor play. Staff engage with the children and develop warm and secure relationships with them which helps children to feel included. Children are developing their independence and they attend to their personal needs, select resources, and choose when to have snacks. For example, they explain that they help themselves to water because they are thirsty. When art and craft activities are presented so that children can choose what they want to make, they become enthusiastic and completely engaged in developing their creations. They freely produce drawings and detailed collages to represent their ideas. In addition, they explore their imagination as they design 'capas' from paper which they wear across their shoulders because they are 'superheroes'. Children use numbers and talk about size in their play; they show

interest and recognise some numerals. For example, they point out numbers on the 'shop till'. Children develop appropriate skills for their future learning as they count, recognise their names and learn how to use a computer.

Children are cared for in a clean and healthy environment; good hygiene routines followed by the staff and children help to prevent cross infection. They enjoy opportunities to play outdoors throughout the day which ensures they benefit from exercise and fresh air. Children are learning about the importance of a varied and nutritious diet; they are provided with a range of healthy snacks. Thorough risk assessments are carried out on a regular basis to ensure children's safety. Staff teach children about keeping safe; children explain that when using scissors 'you must be careful because they could hurt you'.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.