

Baby Moonbeams

Inspection report for early years provision

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Inspector	Janette Mary White

Setting address	The Sittingbourne Community College, Swanstree Avenue, Sittingbourne, Kent, ME10 4NL
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Type of setting	Childcare on non-domestic premises

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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 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).

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Description of the setting

Baby Moonbeams Nursery is one of two nurseries run by Little Moonbeams Company. This group is privately owned. It opened in 2009 and operates from one room in a senior school. It is situated in Sittingbourne, Kent. A maximum of 12 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 5.00pm for 38 weeks of the year. All children share access to a secure enclosed outdoor play area. This provision is registered on the Early Years Register. There are currently six children attending who are within the Early Years Foundation Stage (EYFS). Children come from a wide catchment area. The nursery employs three staff and they all have the appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The owner and staff make sure that children enjoy a varied range of interesting activities. In a short space of time they have shaped a stimulating environment for the children. Overall the setting has some procedures in place to promote children's care and learning. The partnership with parents is valued and they have established positive links with the other agencies. Staff's knowledge and understanding of child development supports the individual needs and care of children. Children are learning about their local area and the wider world through displays of positive images of diversity. They play in an environment where safety is considered and this supports children's welfare. The setting has highlighted a realistic action plan to develop and maintain continuous improvement in order to extend their future practice.

What steps need to be taken to improve provision further?

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing. (Suitable premises, environment and equipment) 22/12/2009

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

- ensure arrival and departure procedures are in place for staff
- ensure information is gathered from parents regarding children's starting points to make future planning more relevant
- develop the planning for each child's continuing development and ensure this considers the next stage in their developmental progress.

The effectiveness of leadership and management of the early years provision

The owner and staff are committed to supporting the parents of the nursery. They are proactive and offer children different experiences in a stimulating and welcoming environment. As a result, children make some progress in the Early Years Foundation Stage (EYFS), although this is not clearly evaluated within the child's individual plan of activities. The staff conduct daily risk assessments on the indoor and garden areas and they make sure that children play with age appropriate toys and resources. However, they do not carry out a risk assessment for each type of outing, subsequently hazards are not identified and there is no record of how children are kept safe whilst on outings.

Parents are given written information and are able to access policies and procedures. A daily record of children's hours of attendance is well maintained. However, the arrival and departure procedures, for the staff, do not include their hours of attendance. The owner supports the staff team and key staff are involved in observing and generally planning the routine of the nursery day. Staff are beginning to develop their confidence as a team and explain how they have considered their continuous improvement. For example, how they are organising the long term themes for activities in the coming term. Staff support each other to adapt activities as they include some elements of the six areas of learning. The owner organises staff appraisals and they are asked to consider their strengths or areas for improvement, in both their own practice, as well as how they can continue to develop the nursery. The provider has a secure knowledge of child protection procedures approved by the Local Safeguarding Children Board, and is aware of her responsibility to protect the welfare of the child. The staff are generally familiar with some of the policies and procedures including safeguarding child protection.

The key person keeps parents informed about the child's time at the nursery. Parents receive updates on the daily routine through contact books including useful information which is helpful to them. For example, details of the child's food intake, nappy changes and sleep times. Staff are continuing to develop systems for regular meetings with parents. They work with the parents and outside agencies to ensure they link the overall care and individual needs of each child. The staff are observant in their approach to children and understand the importance of confidentiality. Information regarding children's individual background needs, such as religion, ethnicity and language at home, are noted ensuring that staff understand each child's background requirement. The owner makes certain that procedures are in place for the assessment of children with special educational needs and/or disabilities and for keeping parents informed. She has undertaken, together with the staff, an assessment and evaluation of areas where they wish to make future improvements, such as developing planning for individual children and linking the observations to their assessments or development and extending the toys and resources further.

The quality and standards of the early years provision and outcomes for children

Children are settled and seek familiar staff for reassurance and comfort which supports their personal need. Enrolment at the nursery includes some discussion with parents about the child's routine, likes and dislikes, although they do not gather sufficient information regarding the child's capabilities or their developmental stage. This means that there is a lack of information regarding children's starting points in order to make sure future planning is relevant to them. Observations on children are noted, but these are not linked or used when planning for each child. Consequently, the plans for activities do not take into account the next stage of each child's development and progress.

Staff maintain a regular daily routine and the activities are adapted to the varying ages of the children. This means that all children are able to take part, such as when playing outdoors. For example, more able children use the sit and ride on toys, while younger children are secured in a ride on toy. The room is well-planned, allowing children to explore safely while supporting their growing independence. They are discovering that regular exercise both indoors and outside helps to keep them healthy and staff offer explanations and gentle reminders to make sure children develop an understanding of safety. Appropriate measures are in place to promote children's safety. For example, safety gates are fitted and all doors are secure and monitored by staff. The parents enter through the garden which can only be opened from the inside by staff. Visitors are challenged and their details are recorded.

Examples of positive images are displayed providing a balanced view of society. Children are able to self-select from the well labelled and easily accessible resources. For example, storage boxes have pictures of their contents, which enable children to choose or identify where resources go when tidying away. From the evidence and discussions with some parents, the children benefit from a variety of activities which helps to support their learning and development, such as climbing equipment, pulling themselves up on sturdy furniture or using push along toys to offer confidence. They have opportunities to take part in creative activities and there is a sufficient range of books and problem solving resources, such as shape sorters or simple peg puzzles. Staff regularly offer snacks and drinks throughout the day. Drinks are readily available and at the child's level. Non-verbal children are able to point to a picture of a drink and staff respond by ensuring the containers are always full, although there are no labels on babies bottles or the beakers to help the more able child when selecting their own drink.

Children's sleep and rest times are appropriately organised. For example, individual cots and bedding are provided. These procedures, together with thorough nappy changing routines, such as staff wearing gloves and aprons, fully support children's well-being. Staff continually talk to children and explain what they are doing and keep a record of nappy changes for parents. Staff ensure all children wash their hands afterwards and tell them, in simple terms, how germs can make you poorly. Children take part in activities which supports their future economic well-being, such as role play. For example, children push dolls in buggies and pretend to go

shopping. This is fully supported and extended by staff as they ask them to find familiar objects in the 'food box', such as 'can you find the banana?' and 'where is the orange carrot?' Each child's dietary need is noted in order to ensure staff are made aware. Babies are held and cradled while feeding from a bottle and staff continually talk to them, making eye contact and offering reassurance. Children are developing positive relationships with each other and slightly older children say 'shh' when younger children are sleeping. Staff are good role models and demonstrate a positive attitude to learning. As a result, children are eager to play and enjoy their time and experiences at the group.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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