

# Moonbeams Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	199402
<b>Inspection date</b>	28/11/2009
<b>Inspector</b>	Susan Esther Harvey

<b>Setting address</b>	Kingsley Road, Chippenham, Wiltshire, SN14 0AS
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<b>Type of setting</b>	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*.

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## **Description of the setting**

Moonbeams Pre-school was established in its current premises in 1998. It operates from a community hall in a residential area on the outskirts of Chippenham. Children have access to an enclosed outdoor play area. It is open from Monday to Friday 9.10am to 11.40am and 12.20pm to 14.50pm Tuesday and Thursday, term time only.

The pre-school is registered on the Early Years Register. A maximum of 26 children can attend at any one time. There are currently 22 children aged from three to under five on roll, some in part-time places. The nursery can support children with special educational needs and/or disabilities.

There are nine members of staff, five of whom hold an early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The staff know the children very well and are inclusive in their practice. Children are helped to make good progress in their learning and development. A strong partnership with parents and others involved with the children's learning is significant in keeping the staff informed of their needs. There is a good selection of toys and resources for children to choose from which has an impact on their learning through play. The staff and parent committee are well established and work closely together as a team. There is a firm commitment by the staff and parent committee to regularly improve their practice through self-evaluation and in using a local authority scheme as well as attending ongoing training.

## **What steps need to be taken to improve provision further?**

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

- ensure that children are included in the decision making process when planning for their personalised learning against all six areas of learning
- reconsider the management of the time when children take part in large group activities in order for it to be made into a meaningful experience for all children

## **The effectiveness of leadership and management of the early years provision**

Staff members and the parent committee have a strong commitment and clear understanding of the need to ensure that children are safeguarded. This is managed through reviewing documentation and by all attending a child protection online training course which keeps them up-to-date with the latest legislation. There are appropriate arrangements in place to keep children safe, staff ensure

that children are cared for by people who are suitable to work with children, as well as making sure the building is secure and regular use of a visitors book. A precise and detailed risk assessment and record is maintained in order to ensure the safety of children inside, outside of the premises and on walks or outings.

Staff are beginning to develop a system for recording children's observations and assessments in their learning journal. However, despite detailed planning of activities by staff, children are not actively contributing to their personal learning. As a result, there is not a balance between adult-led and child-initiated interests. Staff are constantly developing their knowledge of the early learning goals and how this fits in with the Early Years Foundations Stage. Children are well occupied during their time in the pre-school; by taking part in planned activities, such as designing and creating models from large cardboard boxes and using a variety of resources to keep the model together, they are able to experience the joy of achieving. They relish in the chance to play with a good selection of resources and become involved in the choice of activities on offer each day. Children have the opportunity to play outside as a means of exercise and fresh air.

There is a strong partnership between staff and parents who are complimentary about the way staff keep them informed of their children's learning and development, parents comment that staff are friendly and approachable. Information from other settings children attend is retained by the children's key worker, who also has close contact with parents as soon as children start in the pre-school. Through staff meeting with parents and the parents being introduced to the children's key worker straight away, they are able to immediately share information about what children can do at home and use these starting points so that staff can begin the formal assessment of the children's learning journey.

Staff and committee take time to evaluate their practice and identify key areas for improvement to which all are invited to contribute with their views. Since the last inspection there have been several areas which have been the focus for improvement. For example, the pre-school has aimed to create an efficient system in order to record children's achievements, to offer extended hours by providing the chance for children to stay for lunch and the aim for most of the staff to increase their qualifications to level three. As a result, there has been continuous improvement to the benefit of the children.

Equality and diversity is promoted very well through the selection of toys and resources, as well as various festivals which are part of children's planned activities. Visitors to the pre-school include the fire and police service and recycled environmental store, where children use the recycled resources to make models and create a range of exciting things, including trains and rockets. Children eagerly take part in raising money for charity, which is a means of increasing their understanding of the wider world and the local community.

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

Children are cared for in a large hall which is adapted to their needs. This includes the introduction of large cushions on which they can sit in comfort and displays of their work and photographic evidence of what children have been doing around the walls. This includes growing lettuce and then making their own sandwiches. Children's health is promoted well, they learn the basics of healthy living through regular routines and adult-led activities, such as snack time. They wash their hands with gentle reminders from staff and know when they want a drink of water and access this with ease. Children are keen to play outside at the end of the session where they can use ride-on toys and the climbing frame. Early morning 'warm up' sessions are the start of the children's time in the pre-school and help them listen and prepare them for the morning. Children look forward to their snack time and are often seen choosing a friend to sit by and saving their seat. Children are very independent and know what to do and how to contribute to their own learning by the choices they make.

Children use safe, secure environments, both indoors and out. Staff teach the children how to keep themselves safe by taking part in regular fire drills, keeping the floor free from unused toys and learning about road safety while out walking around the building. The fire and police service also support children's knowledge about wider safety issues, as they are visitors at the pre-school and make themselves known to the staff and children. Staff are keen to promote a positive approach to managing children's behaviour, lots of praise and encouragement is given to the children, who are confident in beginning to know the boundaries. However, children's listen skills in large group activities need developing further in order for all children to experience the activity taking place. Small tasks are given to the children in order to enhance their self-esteem and confidence throughout the morning. This includes identifying their name and pegging it to a line of string before they sit down to complete a weather board. Several children take part each day in tasks, saying what the weather is outside and which day of the week it is.

Looking at books and listening to stories is enjoyed by the children. There are a good selection of books and a comfortable book corner with large cushions on which the children can sit in comfort to look at books. They are able to confidently count up to 10 and many children can count beyond. Staff acknowledge children's achievements and take many digital photographs of completed work to add to their learning journals or use as displays of their work. Children are provided with the chance to practise their information technology skills through the use of computers and battery operated resources. As a result, children are being offered the opportunity to develop skills for the future. Staff are kind and act as good role models and spend time with the children in order for them to succeed to the best of their ability.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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