

Baby Moonbeams

The Sittingbourne Community College, Swanstree Avenue, SITTINGBOURNE, Kent, ME10 4NL

Inspection date	08/10/2012
Previous inspection date	08/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children have formed strong relationships with their key person who knows them very well.
- Staff support and work closely with parents and carers to manage behaviour, for example.
- Individual care plans help children to settle and have their individual needs met successfully.
- All children benefit from positive interaction with staff.

It is not yet outstanding because

- There are some missed opportunities for parents and carers to become fully involved in their children's learning journeys
- The outside area is not being fully utilised to meet all areas of learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of an adult led activity.
- The inspector talked with some staff from each room, the registered person and the manager.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector read reports from the local authority advisers.

Inspector

Karen Scott

Full Report

Information about the setting

Baby Moonbeams Nursery is one of two nurseries run by Little Moonbeams Company. It opened in 2009 and operates from two rooms in a community college in Sittingbourne. Children share access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 5pm for 38 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. There are currently 22 children aged from three

months to under five years on roll, attending a variety of sessions. The nursery currently supports a number of children with special educational needs and/or disabilities.

There are six members of staff, all of whom hold appropriate early years qualifications to at least National Vocational level 2. The nursery provides funded early education for two, three and four-year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- encourage all parents and carers to support and share information about their children's learning and development at home.
- continue to build on the learning opportunities for children when accessing the outdoor area.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children participate in a range of activities that promote learning across all areas of development. The environment is rich in discussion topics and children communicate well at all levels. There are resources showing children's home languages for those for whom English is an additional language and this parents and carers particularly appreciate this. Books are easily accessible and enjoyed by children of all ages who share their favourite stories with each other and adults. Staff display a variety of words around the setting and children use keyboards to help them recognise and name significant letters. Adults use stories successfully to help children learn about features of the environment. When sorting shells, for example, children recall their own outings to the seaside. Programmable toys such as a computer and headphones are easily accessible and used occasionally by children. Numbers and shapes are clearly visible in the nursery and children participate in a range of activities that support them to develop mathematical understanding. For example, children print with number shaped sponges and build towers using different shapes. They also count each other at snack time. A range of tools support children to develop their hand and finger skills. For example, a child uses tongs to pick up small items and receives praise for undertaking this developmentally difficult task. In the outside area, children climb, slide and play on ride on toys. They arrange stepping stones into patterns and step along them with care. Children enjoy role play and have access to different resources that reflect their current interests. For example, staff guide a child to toys and books that support his interest in fire fighters which was also expanded on when real ones visited the setting. Children have easy access to resources that allow them to create individual works of art. Staff display these prominently, making the children feel that what

they have created is valued. Children enjoy exploring musical instruments and the different sounds that they make. They seek out others to share activities with and older children help younger children to understand the concept of sharing and turn taking. Younger children learn from older children who are kind and caring towards them.

When children first start, parents and carers share a wealth of information. The key person uses this alongside the baseline assessments they make to support the children emotionally and provide activities they enjoy to settle well. The key person also uses this information to plan activities that support children's learning and development. Each child has a 'Learning Journey' which contains written and photographic observations that show the good development children are making. Staff successfully use observations to assess children's development and to plan activities that support further learning. Children show high levels of concentration at activities that they enjoy and staff know what will engage and encourage children to learn. Children are encouraged to be independent learners. To help prepare them for formal education, staff are turning the role play area into a 'school' to help children nearing the time of attending school become familiar with what to expect.

Parents and carers are invited to read their children's 'Learning Journeys' at regular intervals and staff keep them informed as to what children have been participating in when they collect them. There is space for parents and carers to add their input to the journals but it is very limited and there are missed opportunities for some parents to share developmental achievements from home with key persons.

The contribution of the early years provision to the well-being of children

The indoor environment is bright and welcoming with children's work displayed prominently and interesting resources at children's eye level. Toys and resources provide learning experiences across all developmental areas. These are easily accessible and flexible, allowing children choice and the ability to expand on their games and experiences. Children make choices about when they play outside and although there are different resources to build on children's learning, the range is not as extensive as it is indoors.

Parents and carers know their child's key person well and build a good relationship with them. To help in the settling in process, staff offer home visits to help parents learn about the key person. Children form strong bonds with their key person. For example, when a child falls over he immediately goes to his key person for support which she offers very well as she knows what toys and resources will offer comfort.

The nursery has a strong regard for the safety and welfare of the children they are caring for. Regular assessments of the setting help the group to manage any potential risks and staff take action to minimise these. Toys and resources are clean and safe to use and the manager monitors accidents that children have to ensure that there is not a repeating pattern. Staff practise fire drills regularly so that they are prepared and children not overly alarmed in case of a real emergency. Action plans help staff to support children's specific needs and are easily accessible but also remain confidential. Gentle reminders help

children to think about their own safety and how to behave in particular ways. Children help themselves to drinks and younger children are supported in this as their beakers have their photographs on which encourages them to drink when they are thirsty. Snack and lunch times are social occasions with children sitting together enjoying conversations. When younger children tell staff they are hungry they are flexible with the timing of snack to meet their needs, helping children to think about their own well-being. At lunch time children lay the table, serve themselves and clear up afterwards, promoting their independence. They enjoy home cooked and nutritious foods. Children enjoy playing outside and ask to do so. As children make choices about this, some of the very young may miss opportunities to enjoy fresh air, particularly in inclement weather.

The nursery is in the process of changing the layout of the nursery to meet the current needs of the children attending and to ease the transition from one area to another. However, children mix very well and enjoy positive interaction between both rooms, showing that they handle change well.

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

All staff participate in safeguarding training and keep their first aid training up to date to help them offer appropriate care. They share procedures with parents and carers and use this successfully in partnership with parents and other agencies to support families.

Staff, children and their families contribute to the evaluation of the nursery. This is because the nursery is very keen to offer an evolving service that adapts to meet the needs of the children attending. Parents give their views and opinions verbally and through questionnaires. Staff use the results to change practice, where appropriate, and to keep parents informed. Staff work closely with parents and carers to support their individual needs. They also take children's views into consideration. For example, when making choices about what foods to offer at snack time. Discussions about improvement and training are on the agenda in staff meetings, helping everyone to build on their practice and improve outcomes for children. Self- evaluation shows that the nursery have a good understanding of their strengths and where they would like to make improvements, always thinking about the individual and group needs of the children. The nursery has addressed recommendations raised at the previous inspection and these have added to the improving outcomes.

Staff closely monitor planning for children's development and resources added to enhance children's experiences. Staff support children with identified needs exceptionally well and the children feel valued and part of the group. Key persons work very closely with specialists, helping them to support children and offer individual care and children have formed a very strong bond with their key person who they trust to support them.

When children attend other early years settings, the nursery liaises with them so that they work together to support children's development. Strong partnerships with parents and carers help key persons to meet children's emotional needs and children settle very well

because of this joined up approach. Parents and carers write letters to say that their children are happy at the nursery and that they are making amazing progress, learning very much in an exciting environment. They particularly praise the key person system.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY395347
Local authority	Kent
Inspection number	816050
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	24
Number of children on roll	22
Name of provider	Victoria Suzanne Martin
Date of previous inspection	08/12/2009
Telephone number	07590960908

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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