

Moonbeams Pre-School

Kingsley Road, Chippenham, Wiltshire, SN14 0AS

Inspection date

05/06/2014

Previous inspection date

28/11/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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The quality and standards of the early years provision

This provision requires improvement

- An effective key-person system helps children form warm and secure attachments, promoting their well-being and ensuring that they feel happy and safe.
- Staff use effective systems for planning and assessment to provide a broad range of activities which meet the individual needs of each child. As a result, all children progress well in their learning and development from their starting points.
- Staff establish strong partnerships with parents and involve them in opportunities for shared home learning.

It is not yet good because

- The provider has not notified Ofsted of all changes to the management committee, as required.
- Staff do not consistently involve children in taking responsibility for helping in the preparation and serving of snack to develop further their self-care skills.
- Resources to promote children's curiosity and investigation outdoors are not always within sight or reach.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and staff during activities both indoors and outside.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector sampled documentation including policies, attendance registers, accident book, risk assessments, and children's records.
- The inspector spoke to parents to obtain their views.

Inspector

Karen Allen

Full report

Information about the setting

Moonbeams Pre-school registered 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. The pre-school is open each weekday term time only. Morning sessions are from 9.15am to 11.45pm with a lunch club option until 12.15pm each day except Wednesday. Afternoon sessions are from 12.15pm to 2.45 each day except Wednesday. There are 38 children aged from two to five years on roll. Children attend for a variety of sessions. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school is registered on the Early Years Register. The pre-school supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The pre-school employs six members of staff. Of these three staff, including the manager, hold recognised early years qualifications at level 3 and one member of staff holds an early years qualification at level 2 and is currently working towards a level 3.

What the setting needs to do to improve further

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

- enhance children's independence and self-care skills during everyday routines, such as snack time
- review the accessibility of resources outside to further support children's curiosity and inquisitive nature.

Inspection judgements

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

Staff are experienced and knowledgeable about how young children learn and develop. As a result, their teaching is well informed and effective. Planning and assessment systems are effective. Staff carefully observe what children can do and use this information to make an assessment of each child's stage of development. Parents make valuable contributions to this process and staff work well with them to identify the next steps in children's learning. This enables staff to plan a good range of stimulating activities and experiences to meet their individual needs. As a result, children make good progress in all areas of learning and development from their starting points. Staff keep parents well informed of their children's progress during regular discussions and more formal meetings. Staff share regular written summaries of children's progress with parents. This includes the required progress check for two-year-old-children. Staff involve all parents in their children's learning through the highly successful learning story activity bags which are

tailored to meet individual children's needs and stages of development. This effectively promotes continuity of learning at home.

Staff promote children's language skills well. They use picture cards and sign language to reinforce words for children who are learning English as an additional language and those with special educational needs and/or disabilities. Staff talk with children as they join in their activities, describing what they are doing, naming people, resources and actions. For example, children enjoy role play as they re-enact a fairy story in the garden. Staff extend their learning and develop their thinking skills using effective questioning techniques. Staff value what the children say and show a genuine interest and, therefore, children are keen to explain their ideas. Staff introduce new words into games, which extend children's understanding and vocabulary. For example, during a lotto game, staff talk about the position of the animals on the picture cards. As a result, all children make good progress in communication and language and learn positional language as part of their mathematical development. Staff support children to recognise their written name as they find their label on a cut out cardboard garment when they arrive. Young children start by being familiar with the colour and shape of the garment and older children increase their reading skills as they learn to identify the word alone. Staff encourage children to strengthen their fingers in preparation for early writing. For example, children use a clothes peg to attach the garments to a washing line. Staff build on this by providing a variety of other tools such as tongs, turkey basters, pipettes and hole punches during activities. Children develop their hand to eye coordination using metal hammers and metal pins to attach shapes to a cork board. Staff provide children with many opportunities to practise their pre-writing skills both inside and outside. Children are able to learn through their senses as they make patterns and explore mud, paints, shaving foam, jelly, and cornflour and water mixture with their fingers. This effectively helps to promote early literacy skills.

Staff teach children about shapes, numbers and counting through purposeful play and everyday activities. Children enjoy number songs and rhymes. Staff encourage children to count familiar items, such as radishes and potatoes that they harvest in the garden. Older children are beginning to recognise numbers above twenty as they count and tell staff the correct numbers they need for a label. For example 'write two and six for 26'. Staff provide a range of materials for children to explore and investigate. Transferring soil between digging beds, wheelbarrows and pots helps children learn about measure and capacity. As a result, children are making good progress in their mathematical development. Staff plan activities for children to take part in planting and nurturing fruit and vegetables. Therefore, children learn about changes in nature and how to care for living things. Children are enthralled as they find a millipede in the soil and staff support children well as they examine it and discuss the habitat it lives in. Children understand that they need to handle the creature gently. However, there are no magnifiers easily accessible in the garden to further support children's examination of the millipede's numerous legs.

Children are confident as they move around the play areas, selecting activities and resources of their choice. Staff provide ample opportunities for children to develop their creativity and story lines. They play imaginatively as they dress up, becoming popular super heroes and princesses. The home corner excites and stimulates children's

imagination as a small group of children work together to make a picnic for their babies. Children turn knobs, press buttons and pull leavers on a toy blender as they make a fruit smoothie. This helps to promote their technological awareness. Children select from a range of fabrics and materials to create their own designs during a craft activity. They use scissors, glue sticks and sticky tape with good hand and finger control as they put their creations together. Consequently, children are learning to make independent decisions, become absorbed in their activities and are beginning to develop good concentration skills.

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

All children are extremely happy and settled during their time at the pre-school because their key person knows them well and staff provide a nurturing environment. Children settle well because the pre-school has an effective settling-in system which helps to smooth the move from home to the setting. Staff gather a wealth of information from parents about their children's individual needs before they attend, as they are settling in and as an ongoing part of communication. As a result, the staff are well informed and meet children's individual needs, including health, dietary and cultural requirements and preferences. There are attractive displays of children's creative work throughout the pre-school which helps them to feel valued and promotes their sense of belonging. Staff provide regular encouragement and praise during daily routines and activities to boost children's confidence and self-esteem. This enables children to form strong emotional attachments. Children are secure in the knowledge that staff are always on hand to join in and to provide support when required. As a result, children enthusiastically engage in activities and eagerly make choices about what they want to play with. Staff provide a broad range of good quality toys and resources both inside and outdoors which reflect children's interests and stages of development. The playroom is bright, cheerful and well equipped with sturdy child-size furniture. Most resources are labelled with pictures and words and are accessible at child-height. Children know that they can ask staff for additional resources from the cupboard to supplement their play. This helps children to make independent choices and decisions about what they want to do and where they want to play.

All children benefit from daily fresh air, physical exercise and active play to promote their fitness and physical development. They experience learning outdoors in all types of weather. They are able to run, jump, climb, and use scooters and bicycles to develop their large muscle skills. At times children have free flow access from the inside to outside which effectively supports their individual learning styles and preferences. Children learn about different community roles through visits from the local police officer and fire brigade. Children are fully engaged in learning how to keep themselves safe and healthy. Staff implement good hygiene procedures to protect the children and prevent the possible spread of infection. For example, staff teach children that they need to wash their hands before eating food and after toileting. They provide paper towels to reduce cross contamination of germs. Staff keep the play areas tidy and free of clutter and other hazards. Children help to maintain the environment by tidying away the toys when they have finished playing with them. Staff promote children's safety well. They teach them how to evacuate the premises in the event of an emergency because they regularly

practise fire drills together. They teach them about road safety using props and resources. For example, children know that they need to wear cycle helmets when they ride the bicycles so that their heads are protected if they fall off.

Children are developing a good awareness of a healthy diet. They enjoy healthy snacks such as fruit, vegetables and breadsticks. They have access to fresh drinking water throughout the day, so that they can help themselves to a drink when they become thirsty. Staff teach children about healthy eating, and provide opportunities for children to learn where food comes from. For example, children enjoy planting seeds, tending to them, harvesting the vegetables and taking them home to share with their parents. However, children have fewer opportunities to develop their self-care skills at snack time. They do not consistently help to prepare their own fruit and vegetables. Although staff provide drinks in child-sized jugs, the jugs are too full so that children cannot pour their own drink without help.

Children benefit from the open-door policy at the pre-school for parents who can stay and play, or share their skills. For example, one parent has taken in her baby so that children can help to bath a real baby. Another parent has shared her butter making skills with the children. Children have milked a pretend cow and made real butter from buttermilk. Staff promote good behaviour and are good role models. They encourage children to listen to others during circle time and show respect for their thoughts and ideas. Staff gently remind children to use their walking feet when playing indoors. Staff use sand timers effectively to encourage children to take turns and share toys, for example, when they use the computer. Consequently, children learn to be polite and considerate so that their behaviour is good. Staff encourage children to have a go at putting on their own cardigans and coats before offering to help. This helps children to develop the necessary skills to prepare them for their next stage in learning such as school.

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

Overall staff have a secure understanding of the requirements of the Early Years Foundation Stage. The recruitment, supervision and training of staff has a strong focus on safeguarding. This involves rigorous checks to determine the suitability of staff to work with children. Although in the past the provider has notified Ofsted of changes to the management committee there has been a non-notification on some of the new committee members. It is a requirement to notify Ofsted of the details of new committee members. On this occasion Ofsted will not take any action as there is not a significant impact on the safety and well-being of the children or on children's learning and development. This is because these committee members do not have unsupervised contact with children during the pre-school session. The manager and the committee chairperson have advanced child protection training and the manager takes the lead in this area. All staff have also received child protection training. They are clear about the procedures to follow if they have any concerns about a child's welfare. The manager observes staff to monitor their performance. The committee and manager carry out staff appraisals each year. This helps to recognise the strengths of each member of staff and identify areas where further

training may be beneficial. Documentation and records to support children's safety and welfare are easily accessible and kept secure. Parents are made aware of the pre-school policies and procedures before their children first start and there are hard copies of all policies available for them to read at any time. Children benefit from a safe play and learning environment because staff carry out daily checks to identify and minimise any hazards. Staff have thoroughly assessed the risks to which children may be exposed, both in the setting and on any outings they undertake. Staff display these throughout the pre-school and they review them on a regular basis. Visitors are required to sign in and out of the premises and must show their identification on arrival. This helps to promote children's well-being.

The staff team work together very well and the staff are deployed effectively to support children's individual needs. Ongoing discussions, alongside regular staff meetings, mean there is good information sharing between the staff. Systems to monitor the learning of individual children and to inform the planning for their next steps are effective. This means that appropriate support is provided for children's ongoing development. The management committee and staff implement self-evaluation procedures to identify priorities for further development to raise standards in the pre-school. Staff and committee discuss these at monthly meetings. As a result, changes have been put in place that improve the outcomes for children and drive improvement across the pre-school. For example, a new planning system is led by children's interests and individual needs rather than by topics. This gives children ownership of their learning, engages children's interests and consequently, motivates them to learn. All staff, committee, parents and children are included in the evaluation process. As a result, they identify what they do well and target some areas for future development, such as the outdoor area and the provision of puppet resources for shared home learning.

Partnerships with parents are strong and all parents are fully involved in all aspects of their child's learning. Parents receive good information about the provision through access to the pre-school website, regular newsletters, the parent welcome pack and postings on a social networking site. Parents comment very positively about the pre-school and the friendly approachable staff who work there. Parents say their children enjoy attending and benefit from the range of activities. They feel well informed about their children's learning and are happy with the progress they make. They particularly appreciate the learning story bags because they can carry out purposeful activities with their children at home. The pre-school has good links with the schools that children will move on to. They share information with the reception teachers and this helps prepare children well for their move into school. Staff work closely with other professionals and external agencies to make sure that children receive any additional support required.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	199402
Local authority	Wiltshire
Inspection number	842116
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	38
Name of provider	Moonbeams Playgroup Chippenham Committee
Date of previous inspection	28/11/2009
Telephone number	01249 652363

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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, which are usually the childminder's 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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