

# Little Moonbeams Day Nursery

The Brents School Room, Church Road, Faversham, Kent, ME13 7DR

## Inspection date

13/11/2014

Previous inspection date

23/03/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- A highly effective key-person approach ensures children form secure and positive attachments. As a result, children feel safe and cared for.
- The owner and manager have a clear vision for improvement. They are committed to developing the nursery to promote positive outcomes for children.
- Children demonstrate positive and appropriate behaviour. Staff intervene where required in minor disputes, although they allow children to develop their negotiation skills to manage their own behaviour.
- Children learn to manage risks securely through planned activities, for example, cutting with scissors.

### It is not yet outstanding because

- Children in the younger age group are not always able to freely choose resources to ensure they are fully engaged in their play and learning.
- Children are not always able to look at books independently due to where the books are kept.

## **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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed the children's play and staff interactions throughout the nursery.
- The inspector took into account parents' and staff's views through individual discussions with them.
- The inspector undertook a joint observation with the manager.
- The inspector reviewed documentation, including risk assessments, the nursery's safeguarding policy and staff suitability records.
- The inspector held a meeting with the owner and manager.

## **Inspector**

Penny Mead-Topley

## Full report

### Information about the setting

Little Moonbeams Day Nursery registered in 2008 and operates from self-contained premises. All children share access to an enclosed outdoor play area. The nursery is situated in a residential area in Faversham, Kent. It is open each weekday from 7.30am to 6pm, for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 73 children on roll in the early years age group. Children attend on a full- and part-time basis. The nursery employs 18 qualified staff to work with the children. Of these, one member of staff holds a level 6 qualification, 14 hold qualifications at level 3, and three members of staff hold level 2 qualifications. The nursery receives funding for free early education for children aged two, three and four.

### 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 early reading skills by presenting books so that they can independently enjoy these
- review how resources are made available to the younger children so that they are consistently engaged in their play and learning.

## Inspection judgements

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

Staff show a good understanding of promoting children's learning and development and they encourage children to be curious learners. Staff support children's learning and progress securely as they plan achievable and challenging next steps in their learning based upon their interests. For example, children enjoyed digging in the garden, making 'soup' with mud and water. They collected leaves and looked at their differences. From this, their key person planned an activity to make real soup with the children, involving the children in a discussion about ingredients and planning for them to write a shopping list. As a result, staff plan carefully to extend the children's learning further. Staff plan thoroughly for each of their key children by incorporating their individual interests and future learning needs in the activities. For example, if some children do not like getting their hands messy, staff encourage them gradually by providing spoons to stir mixture. This helps children to build their confidence and encourages them to participate. Staff identify if children have any additional needs and implement individual educational plans to support them when required. All children's progress is tracked, which helps to identify and close any gaps in their achievements. As a result, children make good progress and

are prepared well for their future learning.

Children experiment and use their early writing skills, such as with chalks, paint and pencils. This develops their imagination and supports their small physical skills and hand-eye coordination. However, children are not always able to independently choose to look at books as these are sometimes stored in a different room. Children enjoy fresh air and exercise daily in the outdoor area. The garden is well resourced with both physical activities and those which promote children's curiosity. For example, children develop balance and coordination as they learn to ride the trikes and scooters. In addition, they enjoyed making a cosy and exciting den using a large cardboard box. These resources encourage children to explore the outdoor environment.

Staff and parents work in partnership extremely well. Parents speak highly of the strong and effective relationships they have with the staff; for example, a parent stated, 'The staff go the extra mile for my family'. Staff demonstrate a good understanding of the importance of working with parents to promote consistency of care and learning for each child. Parents are encouraged to contribute information about their child's learning at home through sharing observations and photographs. This ensures that staff keep updated with children's needs to help them continually assess and plan for their progress.

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

Staff know the children and their parents very well. They welcome children warmly and calmly, which means that children leave their parents happily and this encourages children to behave similarly. Staff have established strong relationships with parents and carers so that children feel secure. The key-person approach supports staff to develop a bond with their key children, although all staff know the children very well. Parents speak very highly of the relationships between staff and children and how 'at ease' it makes them feel. Staff know their individual key children well. This helps them to recognise their individual care needs securely, such as signs of when children may be tired or unwell. Staff provide a good role model to the children. They speak pleasantly, appropriately and clearly to the children and encourage them to respect each other. Staff join in with the children's play, demonstrating how to share and be polite to friends. As a result, children learn good manners and develop a strong understanding of the nursery rules.

Staff supervise children very well. They have a very good knowledge of individual children's dietary requirements, which are well documented. Children in the pre-school room prepare their own snack, help themselves to drinks, and select crockery and cutlery. This promotes strongly their sense of responsibility and independence skills. Staff guide the younger children as they learn how to cut their food, and they support the older children in using their knives effectively to slice food. As a result, children learn to use tools safely for a purpose, enhancing their self-esteem.

Staff provide a welcoming environment. They organise the environment with an array of resources. However, the younger children are not always able to make choices from the resources available to ensure they are consistently involved in their play and learning.

There are areas, indoors and outdoors, to be creative, to construct, to eat and drink, to relax or to enjoy more physical play. This supports children effectively who enjoy being outdoors and those who learn better in the outside environment. Staff promote a safe environment for children by practising regular fire drills with the children. This supports children in developing a good understanding of the procedures to follow to keep themselves safe.

Staff help children prepare for their move to school as the time approaches by introducing stories about starting school and having discussions in circle time. They turn the role play area into a classroom and school uniform is introduced for children to dress up in. They make contact with the schools and invite the teachers into the nursery to visit the children. As a result, children are emotionally prepared well for these future changes.

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

Staff support each other well and are led by a knowledgeable manager and a supportive owner. They have a good understanding of their responsibility to ensure they meet the requirements of the Early Years Foundation Stage. The owner, manager and staff demonstrate a strong commitment to providing a good quality service for the children and their families. The management team check the suitability and qualifications of all new staff prior to them working with children. In addition, they are aware of the importance of reviewing all staff's suitability regularly to understand any changes to their circumstances. This helps to protect children and keep them safe. Staff demonstrate a very good understanding of the safeguarding procedures, including who to report any concerns to about children's welfare. Staff carry out regular daily checks to identify any potential hazards, which helps to minimise risks to children effectively.

The management team's self-evaluation processes are good. They encourage feedback from parents, children and staff. In addition, the regular monitoring and tracking of children's learning experiences and progress helps them identify any gaps in the educational programmes. This helps them review the learning experiences and make changes to the activities to ensure children are supported well. For example, the written progress check for two-year-old children has been reviewed and changed so that it contains greater detail and information. This supports staff and parents to meet children's learning needs at this stage. The management has addressed the recommendations set at the previous inspection. They have a detailed plan to drive improvement, demonstrating their commitment to continually improve practice. They regularly monitor and review all procedures, policies and documentation, demonstrating a clear understanding of their roles. The manager and owner actively encourage all staff to attend regular training and professional development courses, recognising the importance of continually building staff practice to benefit the children. In addition, staff have regular supervision meetings to support and guide their good practice.

Parents speak positively about the nursery and the staff team and are very happy with the activities their children take part in. They are informed of local services and groups which

provide support and information for children and families via the designated noticeboard. They also receive regular newsletters informing them of upcoming events at the nursery and ways to support their children's current learning. Staff work effectively with outside agencies and professionals, such as speech and language therapists. This supports continuity in meeting children's care and learning needs securely.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY376295
<b>Local authority</b>	Kent
<b>Inspection number</b>	829466
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	46
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Victoria Suzanne Martin
<b>Date of previous inspection</b>	23/03/2009
<b>Telephone number</b>	07545 211133

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

