

Moonbeams Pre-School

Kingsley Road, Chippenham, Wiltshire, SN14 0AS



Inspection date

24 March 2015

Previous inspection date

5 June 2014

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Management and staff do not consistently assess children's development in each area of learning to plan focused activities. This means staff cannot ensure that all children are making good progress.
- Monitoring systems and evaluation of practice lacks rigour and, as a result, there is no robust improvement plan in place to fully support children's achievements over time.
- Management and staff have not fully developed the progress check for children at age two years. This means staff do not provide parents with a short summary about their children's progress.
- Occasionally, the noise levels during the session are high; consequently, some children lose focus during learning.

It has the following strengths

- Management and staff place emphasis on promoting inclusion for children who speak English as an additional language.
- Children are happy, confident and well cared for. They have established positive relationships with all staff that care for them.
- Management and staff provide children with clear and consistent expectations. As a result children behave appropriately, which shows that they feel safe and secure.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- assess children's development consistently by regularly observing children's play in each area of learning, and use this information to plan focused activities that reflect what children need to learn next
- improve the monitoring methods for planning and assessment to ensure these are precise in identifying when intervention, additional support and challenge may be required to progress individual children's learning and development
- provide parents and/or carers with a short written summary of their children's progress check at age two years.

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

- reduce noise levels during some parts of the session to help children become more deeply involved in their learning and complete their activities.

Inspection activities

- The inspector observed activities throughout the pre-school and outside play area.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Julie Swann

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Teaching requires improvement. This is because some staff do not observe individual children's development consistently across all areas of learning. For example, some children only have observations focusing on their communication and language development. This means management and staff are unable to accurately check and assess what children need to learn next, and plan suitably challenging play opportunities. As a result, children make satisfactory progress. Children's early writing skills develop appropriately. For example, children wrote their names on labels as they planted cress seeds. They draw pictures of themselves and their homes. Staff praise their efforts, which promotes their self-confidence. Children practise counting and learn to consider shape and size in their play. Children gain suitable knowledge and skills for their move to school.

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

An established arrangement ensures all children form secure relationships with their designated special person. Staff obtain relevant information from parents when children start at the pre-school. They do this through written information, settling-in visits and discussions. This means they are aware of the children's care needs and routines. Staff encourage children to develop their self-care skills. For example, children serve themselves at meal and snack times. Staff model good social skills and so children behave appropriately at meal times. Children enjoy being outdoors and have daily opportunities to benefit from fresh air. They confidently use trikes and bikes to pedal around, and they negotiate the slide. Children enjoy hunting for bugs and playing with sand and water. These activities promote their physical skills and allow them to explore the natural world. Children cannot always make themselves heard by staff when indoors because it is too noisy. This means children sometimes do not achieve what they want.

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

Members of the governing body are now aware of their roles and responsibilities and keep Ofsted informed of changes to committee members. Management and staff attended safeguarding training and now implement safeguarding requirements to keep children safe. Management and staff take part in a continuous programme of training and meet to discuss their practice. However, management is not yet checking the quality of staff planning and assessments of children's learning fully, to ensure they clearly identify any interventions and support children may need. Partnerships with other professionals are sound and self-evaluation identifies some strengths and weaknesses. Staff involve parents in their children's learning. They keep parents informed of children's activities and their achievements, but staff have not given all parents required written information for children aged between two and three years.

Setting details

Unique reference number	199402
Local authority	Wiltshire
Inspection number	979458
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	30
Name of provider	Moonbeams Playgroup Chippenham Committee
Date of previous inspection	5 June 2014
Telephone number	01249 652363

Moonbeams Pre-School registered in 1998. The pre-school is located in Chippenham. The pre-school is open each weekday during school terms. Morning sessions are from 9.15am to 11.45pm. There is a lunch club option until 12.15pm each day except Wednesday. Afternoon sessions are from 12.15pm until 2.45pm each day except Wednesday. The pre-school employs six members of staff. Of these four staff, including the manager, hold recognised early years qualifications at levels 2 and 3. The pre-school receives funding to provide free early education to children aged three and four years.

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