

Moonbeams Pre-School

Kingsley Road, Chippenham, Wiltshire, SN14 0AS



Inspection date

23 November 2015

Previous inspection date

24 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders have driven up standards since the previous inspection and now oversee the provision of good quality care and learning for all children. They are implementing an ambitious, but realistic, action plan to continue improvement.
- Children enjoy coming to pre-school. The staff are friendly and welcoming. Children eagerly join in with the wide variety of interesting activities on offer.
- The quality of teaching is good. Staff encourage children to think creatively and to find their own way of doing things.
- Staff routinely observe children's play and accurately assess children's development. Staff identify those at risk of falling behind and work closely with parents and other professionals to secure the additional help children need to catch up.
- Staff work in good partnership with parents. They share information about children's development and staff encourage parents to support their children's learning at home.

It is not yet outstanding because:

- When reviewing teaching practice, leaders and staff do not always focus fully on the impact of teaching on children's learning.
- Staff have a deep knowledge of the children that they have special responsibility for, and promote their personal development effectively. However, they do not always share this knowledge with colleagues to enable all staff to challenge and extend children's learning as well as possible.

What the setting needs to do to improve further

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

- increase the focus on evaluating the impact of staff practice on children's progress to concentrate on raising the quality of teaching to a consistently very high standard
- devise ways to ensure that all staff challenge and extend children's learning fully.

Inspection activities

- The inspector observed and talked to children and staff during activities, and carried out a joint observation with the manager.
- The inspector sampled developmental records and discussed with staff how they plan for and support children's learning.
- The inspector met with the committee chairperson and manager to discuss progress since the last inspection and the ongoing action plan for improvements.
- The inspector sampled documents, including evidence of staff suitability to work with children, risk assessments, children's records, policies and procedures.
- The inspector talked to several parents and took account of their views.

Inspector

Rachel Edwards

Inspection findings

Effectiveness of the leadership and management is good

Leaders have a clear understanding of the safeguarding, welfare, learning and development requirements. They routinely review the policies and procedures. Through training, supervisions and meetings the committee and manager ensure staff implement these effectively to promote children's good health, safety and well-being. Safeguarding is effective. Staff regularly discuss safeguarding issues and know what to do if they have concerns for a child's welfare. Since the last inspection, the identified areas of weakness have been addressed successfully. Staff now assess children's development accurately in all areas and plan activities effectively. The manager has implemented a rigorous system to track the progress of individuals and groups of children. Staff quickly identify children at risk of falling behind and the manager ensures they receive additional help.

Quality of teaching, learning and assessment is good

Staff use resources imaginatively to capture children's curiosity and interest. There is a buzz of anticipation as children settle to their chosen activities. Staff use a quieter area to help children hear better during activities to promote speech or listening skills. Children enjoy many activities to strengthen their hands and make marks using different tools, in preparation for writing. They learn about the world around them and observe changes. For example, they are fascinated to see mould on old fruits and vegetables. Staff encourage them to look closely and wonder 'What is it?' Children confidently share their ideas, saying 'It looks like glue', and are keen to find things out for themselves. Staff know the children who they have special responsibility for very well. Staff identify what children need to learn next and provide supporting activities. Children learn to plan, observe and record their findings, such as when making plates of food for garden creatures.

Personal development, behaviour and welfare are good

Staff are warm and attentive towards the children. They praise children's efforts and are especially successful in helping less confident children progress. Children behave well. Staff give children clear explanations so they know what is expected of them. Parents comment on the helpful advice staff provide. Staff encourage children to do things for themselves. Children wash their hands, help to prepare food, put on their coats and tidy away toys, so gaining useful skills for their future lives. Children use the stimulating outdoor play area for extended periods each day. The regular physical exercise helps keep them fit and healthy, and especially benefits those who learn better outdoors.

Outcomes for children are good

Children are inquisitive and are keen to learn. They are confident, independent and acquire the skills they will need as they move on to school, including early literacy and mathematical understanding. They make good progress in relation to their starting points.

Setting details

Unique reference number	199402
Local authority	Wiltshire
Inspection number	1010407
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	24
Name of provider	Moonbeams Playgroup Chippenham Committee
Date of previous inspection	24 March 2015
Telephone number	01249 652363

Moonbeams Pre-School registered in 1998. It is located in Chippenham, Wiltshire. The pre-school is open each weekday during school terms. Morning sessions are from 9.15am to 11.45pm. There is a daily lunch club option until 12.15pm, except on Wednesdays. Afternoon sessions are from 12.15pm until 2.45pm daily, except on Mondays and Wednesdays. The pre-school committee employs six members of staff. Of these, four staff, including the manager, hold recognised early years qualifications to level 3. The pre-school is accredited to receive government funding for the provision of early education for children aged three and four years.

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