

Moonbeams Pre-School

1 St. Catharines Road, Cambridge, Cambridgeshire, CB4 3XJ



Inspection date

23 May 2016

Previous inspection date

8 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 are committed to improving and developing practice. They have successfully addressed concerns raised during the last inspection.
- Staff observe and listen to the children as they play. They skilfully adapt activities to reflect children's emerging interests and to offer appropriate challenge to support their ongoing progress.
- Staff make effective use of specific training to support children's developing communication and language skills. They successfully implement a range of strategies to provide children with opportunities to talk and to think deeply, enabling them to solve problems for themselves.
- Staff help children to form strong attachments. Children demonstrate they feel safe and secure and are confident to seek reassurance if they are upset.

It is not yet outstanding because:

- There is an effective system in place to review progress in communication and language development for the different groups of children that attend. However, this does not yet cover all seven areas of learning and development to ensure all children make the best possible progress.
- Staff regularly share books and stories with the children. However, there are fewer opportunities for older children to develop early literacy skills to begin to read for themselves.

What the setting needs to do to improve further

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

- extend the monitoring of children's progress to include all areas for different groups of children attending the setting, and use the information gathered to help them all to make as much progress as possible
- enhance opportunities for older and most-able children to develop early literacy skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with pre-school manager, and spoke to staff and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is good

Leaders are committed to improving the quality of care and learning opportunities for all children. They have successfully implemented an effective action plan to address concerns raised during the last inspection and continue to raise standards. There have been recent changes in management and difficulties in recruiting new staff. However, the dedicated team has worked hard to assure children's safety and continue to develop the stimulating environment. The arrangements for safeguarding are effective. Staff understand their role to protect children from harm. They know what to do should they have any concerns regarding a child's welfare. Recruitment procedures are rigorous to ensure suitable adults work with the children. The vision for the pre-school is clearly communicated to staff and parents. The manager has effective systems in place to regularly review staff practice and identify areas to develop. Staff develop effective partnerships with other professionals who may also support the children to promote continuity in their care.

Quality of teaching, learning and assessment is good

Staff gather meaningful information from parents about what their children already know and can do on entry. They plan promptly for children's next steps in learning, and share information with parents regularly, including how they can support children's ongoing progress at home. The manager regularly reviews children's progress to ensure assessments are accurate and consistent. Staff are sharply focused on supporting children's communication and language development. Children join in enthusiastically with songs and rhymes and listen intently to stories that staff read to them. Staff introduce mathematical language and concepts, such as quantity and size as children explore sand and water. Children show imagination as they play with soft dough and role play previous experiences, such as cooking and celebrating birthdays.

Personal development, behaviour and welfare are good

Children arrive happily and eager to start the day and settle quickly. They are familiar, through regular attendance, with the routine of welcome songs before choosing their activity. Children are lively and sometimes boisterous. However, they respond positively to the staff's calm and consistent reminders of expected behaviour. Children are confident as they explore the environment and engage in purposeful play together. They show good independence as they use safety knives to chop fruit for their snacks. Staff prioritise children's safety and emotional well-being to help them prepare for changes in their lives, such as the move to school. Teachers from local schools visit the children in the pre-school so they are familiar with them when they move on to school.

Outcomes for children are good

All children make good progress given their starting points and capabilities. Children are learning to share, take turns and follow instructions. They are independent and learning self-control. Their communication skills are improving and they are forming friendships with each other. They are curious and persevere as they try new things. Older children are acquiring good skills and positive attitudes to support their future education.

Setting details

Unique reference number	221904
Local authority	Cambridgeshire
Inspection number	1028764
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	26
Number of children on roll	30
Name of registered person	Moonbeams Pre-School Committee
Registered person unique reference number	RP903064
Date of previous inspection	8 July 2013
Telephone number	01223 727481

Moonbeams Pre-School was registered in 1997. The committee employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The pre-school opens Mondays, Wednesdays and Thursdays for 49 weeks each year. Sessions are from 9.15am until 3.15pm on Mondays and from 9.15am until 3.45pm on Wednesdays and Thursdays. The pre-school provides funded early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and children for whom English is an additional language.

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