

Moonbeams At St Cuthberts



St Cuthberts Rc Primary School, Victoria Road, Carlisle CA1 2UE

Inspection date	30 May 2019
Previous inspection date	18 June 2018

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

Summary of key findings for parents

This is a provision that requires improvement

- Assessments of children's learning are not focused on what they need to learn next. Children are not supported well enough to make good progress.
- Teaching is variable and does not always meet the individual learning needs of the children who attend.
- Some parents do not feel well informed about children's attainment and what they can do to support learning at home.

It has the following strengths

- Children are clearly very happy and settled and enjoy their time in the setting. They seek help, support, comfort and reassurance when they need it.
- The learning environment is interesting and engaging for children. They confidently select resources and begin to lead their own learning. Children spend long periods of time investigating and exploring the environment inside and outdoors.
- Staff are good role models. They help children to understand different social situations and learn how to use good manners. Children are kind and considerate to each other and behave very well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
use the information gained from accurate assessments to shape learning experiences that help every child to make good progress.	31/12/2019

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

- focus continued professional development opportunities more precisely on raising the quality of teaching to a consistently good level
- strengthen communication with parents and share more detailed information about children's progress to further support learning at home.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager, who is also the provider. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Julia Matthew

Inspection findings

Effectiveness of leadership and management requires improvement

The manager has worked with the local authority and met some actions from the previous inspection. Staff induction and supervision processes are now in place. However, they are still in their infancy and have not yet improved teaching sufficiently to ensure that all children make good progress. Tracking systems are being developed but are not yet based on robust assessments. Therefore, they are not yet an effective tool to help staff plan to meet gaps in the attainment of individual or groups of children. The arrangements for safeguarding are effective. Staff have a good understanding of the signs of abuse and neglect and know what to do if they have concerns about a child's welfare. Policies and procedures are in place to ensure that children are safe and well cared for. The setting is kept secure, children are closely supervised, and ratios meet requirements. Overall, parents feel well supported and listened to. However, recent written feedback indicates that some parents would like more information about children's progress and development.

Quality of teaching, learning and assessment requires improvement

Staff complete some observations of children as they play, but these do not always provide an accurate picture of what children are learning. This means that staff are not always aware of the skills children need to learn next and do not always provide sufficiently challenging activities and experiences so that children make good progress. Some aspects of teaching are good. For example, children enthusiastically help to work out how to erect a small tent outside. They make suggestions about how to hold the structure so that the tent poles can be inserted. Inside, children mix their own paints, choose from a range of tools and show good control as they make marks on paper.

Personal development, behaviour and welfare are good

Parents and children are warmly welcomed when they arrive at the setting. The learning environment for younger children has been greatly improved with developmentally appropriate resources and comfortable spaces to rest and sleep. The enclosed area allows babies to explore safely. Children listen carefully to staff and follow rules and routines. Staff are positive role models and help children to understand how their actions affect others. Children develop positive bonds with staff and settle quickly when they start in the setting. Staff help children to think about risks and keep themselves safe. Meals and snacks are nutritious and balanced. Children develop good hygiene routines and take regular exercise and fresh air outdoors. Parents appreciate the flexibility of the service and feel that their children settle quickly and are happy in the setting.

Outcomes for children require improvement

Not all children demonstrate good progress and gaps in some children's attainment are not closing quickly enough. Nevertheless, overall, children are very interested to try new things and engage well with their peers and staff. They are very enthusiastic when activities meet their needs. Children develop the confidence to cope well when they move on to school.

Setting details

Unique reference number	EY548579
Local authority	Cumbria
Inspection number	10089420
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	26
Name of registered person	Ward, Laura Anne
Registered person unique reference number	RP548578
Date of previous inspection	18 June 2018
Telephone number	07551671522

Moonbeams At St Cuthberts registered in 2017. The setting employs six members of childcare staff. Of these, the manager holds a qualification at level 4, one member of staff holds qualified teacher status, two staff hold a qualification at level 3 and two staff hold a qualification at level 2. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The setting provides early education for two-, three- and four-year-old children.

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