

# Inspection of Moonbeams Preschool

Buchan Street Neighbourhood Centre, 6 Buchan Street, Cambridge, Cambridgeshire  
CB4 2XF

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Inspection date: 7 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and are very excited to greet members of staff and their friends. They hang up their belongings carefully. Staff are extremely kind and very nurturing. They offer children reassurance and cuddles when needed. Staff help children to understand when some behaviours are not wanted. This helps them to build successful friendships. Before they go outside to play, older children find their coats and manage the task of putting these on independently. Some younger children require a little support. Staff remain mindful about helping them as they gently explain how to pull up zips or push fingers into gloves.

There is an extremely strong sense of community spirit among the members of staff and the pre-school committee. They work very closely with local agencies to ensure that all children and families receive the support they need. Parents are signposted to specific information and training. This helps them learn more about local services they can access for support.

Staff know children well. Overall, they use information about children's previous learning and interests to help build securely on what they know and can do. Children are independent in their play and are encouraged to persevere. Staff give them time to solve problems and think critically. Children turn puzzle pieces in their hands to ensure they can fit them into the correct space. Staff use various strategies to help children build the confidence and self-help skills needed in preparation for school.

### **What does the early years setting do well and what does it need to do better?**

- An extremely well-established key-person system helps children to form very secure attachments with staff working in the pre-school. Thoughtfully extended settling-in procedures allow all children and their families to feel confident and settle at their own pace. This promotes children's welfare and self-esteem exceptionally well.
- The manager and staff work extremely hard. They attend multi-agency meetings with parents, providing extra support when needed. This helps to ensure that parents, including those with children with special educational needs and/or disabilities, have the necessary information to support applications for additional funding. Staff carry out research and work tirelessly with other professionals to provide the highest levels of care and ongoing support for all families. This includes one-to-one support for children with complex needs.
- Staff promote extremely well-managed care practice. This supports children's understanding of managing their personal-hygiene needs. Children have impeccable manners. They blow their nose and dispose of the tissue, washing their hands afterwards. Regular daily routines enable children to manage a wider

range of tasks independently, such as washing up used crockery and cutlery after a snack.

- The educational curriculum planned by the manager and staff provides children with a wide range of learning opportunities. This helps them to develop key skills to support future learning. For example, staff help children to extend their vocabulary while completing puzzles as they introduce new words, such as 'hard' and 'tricky'. Furthermore, staff help all children to increase their daily use of language through targeted intervention, such as 'Every child a reader'.
- Staff encourage children to express their thoughts, which helps to support their confidence. For instance, while a small group of children try to send cars through a tube, staff suggest raising one end. The children quickly discover that this significantly increases the speed of the car as it rolls through.
- Staff use assessment to observe what children do. However, they do not consistently ensure that planned activities specifically meet each child's next steps for learning.
- Older children are encouraged to print their names on their creations. They use their name card to help them recognise the letters of their name. However, opportunities for these older and most-able children to explore writing as part of their play are not always available.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and all staff can identify signs that would give them cause for concern about a child's welfare. They understand the procedure to refer any such concerns to ensure that children remain protected from harm. Staff regularly undertake safeguarding training and receive pertinent information to ensure their knowledge remains up to date. Regular checks of the environment are undertaken to ensure that it is a safe place for children to play. Children are reminded of the importance of considering their own and each other's safety, especially when playing outdoors or going out into the local community.

## **What does the setting need to do to improve?**

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

- extend further staff's shared understanding of the intended next steps for learning of all children
- expand the opportunities for children to use writing and purposeful marks in their play.

## Setting details

<b>Unique reference number</b>	EY542760
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10099545
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Moonbeams Pre-School Committee
<b>Registered person unique reference number</b>	RP903064
<b>Telephone number</b>	01223 727481
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Moonbeams Preschool registered in 2017. The pre-school employs five members of childcare staff and an office administrator. Of the childcare staff, three hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Clements

### Inspection activities

- The inspector reviewed records and the provider's suitability checks of staff.
- The inspector observed staff's practice with the manager, and together discussed and evaluated an activity.
- The inspector sought the views of children and parents during the inspection.
- The inspector reviewed information provided by other professional agencies the manager and staff liaise with.
- The inspector discussed with the manager how she reflects on and develops future practice.

We carried out this inspection 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.

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