

Inspection of Baby Moonbeams

The Sittingbourne Community College, Swanstree Avenue, SITTINGBOURNE, Kent
ME10 4NL

Inspection date: 20 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy attending this nurturing nursery. They part from their parents easily and settle into the various activities on offer. Children's behaviour is good, and the expectation for good manners and kindness is understood. Children show that they feel safe at the nursery, as they have strong relationships with the adults. Staff know their children well and can speak at length about their current levels of learning as well as their individual needs. Children enjoy exploring, inside and outside, and their curiosity is encouraged. For example, staff answer questions about the world around them with simple explanations. They offer chances to explore the topic further. For instance, children thoroughly enjoy the opportunity to learn more about space and planets. They extend their learning through creative activities and the use of information technology.

Children have great fun playing on the large climbing equipment outside. This supports them to develop their balance and coordination skills. Staff coordinate settling-in sessions that are appropriate for babies through to pre-school. They work in partnership with their colleagues and the parents to best meet the needs of individuals. This prepares children well for their next stage in learning.

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

- Children make independent choices in their play. They follow their interests, and resources reflect this as they explore the provision. Staff support children to celebrate what makes them unique. They invite children to explore different cultures, faiths and beliefs. This helps children to understand the world around them.
- The leaders are clear on what their curriculum entails. They use a secure online tracking system which enables them to assess groups of children across the term. The focus on well-being for children is a high priority, particularly in readiness for the next stage of their learning journey.
- Children take part in stimulating adult-led activities. For example, they mix ingredients to make play dough. They are encouraged to investigate the various textures and associated vocabulary. However, at times, adults are not clear on their learning intentions for the children. The focus on a particular outcome can become muddled. Therefore, appropriate assessment of what children have learned is uncertain.
- Every opportunity is used to develop the children's vocabulary. Staff listen to and value children's contributions. Babies take part in messy play while staff sing rhymes which are appropriate to the activity. For example, children bathe dolls and happily sing along to 'Head, shoulders, knees and toes' with their adult. They hear words such as 'drip' and 'scrub'. As a result, children practise and explore new words, which helps them to develop the skills they need to be

confident communicators.

- Staff feel that leaders support their professional development, and new staff complete induction procedures relating to safety. There are opportunities to improve practice through training programmes. However, this can be further improved by using more-experienced staff to share good practice within the team, in order for the best possible outcomes to occur.
- Children with special educational needs and/or disabilities are well supported by their key persons. Staff identify any areas children may require support in early on. The nursery's special educational needs coordinator works with staff to ensure that they provide an inclusive provision for children.
- Staff provide opportunities for children to try new foods and encourage healthy choices from a seasonal menu. Children enjoy delicious meals and snacks and practise independence by slicing and chopping ingredients to share with each other later. Staff are aware of children's specific dietary needs, including known allergies. They ensure that parents complete an allergy form. Staff follow safe guidelines to help identify specially prepared meals for children.
- Parents say that their children are very happy at the nursery. They value the communication with staff, who offer highly practical guidance on how to continue children's learning at home. Staff share key moments of progression or new learning through 'Golden Moments'. Parents can also add photos to acknowledge celebrations achieved at home or during extra-curricular clubs.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is secure. Staff know their responsibilities to keep the children in their care safe from harm. Leaders and Managers ensure that policies and practices are secure and upheld. Staff are aware of their responsibility to safeguard children. Leaders provide opportunities for them to update and refresh their knowledge of current practices and procedures. Staff clearly explain the robust actions they would take if they have any concerns about children's welfare. This helps to keep children safe. Staff conduct thorough risk assessments to ensure that they keep children, parents and themselves safe from harm.

What does the setting need to do to improve?

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

- develop a sharper focus on what staff intend children to learn when planning activities, to enable them to shape those activities to the learning needs of children
- focus on the professional development of less-experienced staff, to enhance the teaching practice even further.

Setting details

Unique reference number	EY395347
Local authority	Kent
Inspection number	10228062
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Martin, Victoria Suzanne
Registered person unique reference number	RP515160
Telephone number	07590960908
Date of previous inspection	2 November 2016

Information about this early years setting

Baby Moonbeams registered in 2009 and is situated in Sittingbourne, Kent. The nursery employs nine members of staff. Of these, seven hold appropriate early years qualifications from level 2 to level 6. The nursery is open from Monday to Friday for 38 weeks of the year. Sessions are from 7.45am to 5pm. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Williams

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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