

Inspection of Little Moonbeams Pre-School

The Brents School Room, Church Road, Faversham, Kent ME13 7DR

Inspection date:

14 February 2023 - 14 April 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and content to arrive in this welcoming pre-school. They form trusting and positive relationships with staff and their peers, which enables them to settle to learning quickly. Children seek out their key person and demonstrate that they feel safe and secure. Children benefit from observing the positive, friendly interactions between their parents and staff. However, there are some inconsistencies in the arrangements to share information with parents.

Staff have high expectations for children's behaviour. Children show this understanding is embedded as they share and take turns appropriately. Staff plan activities using children's interests. Children are thrilled to explore their environment. For example, they enjoy rooms designated to art and enjoy dressing up in the role-play room, where they develop their imagination.

Children are motivated to learn as they become immersed in a wealth of activities. There is a clear balance between adult-directed and child-initiated learning. Children enjoy resources that are tailored to their individual interests. They show high levels of concentration as they pour and stir cold tea using ceramic teapots and glasses. Children learn to take risks and become responsible.

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

- Overall, partnerships with parents are strong. Parents are very happy with the service that staff provide. They praise the support for their children's learning and appreciate the care received. There are systems in place to support a two-way exchange of information between staff and parents. These are implemented more successfully in some cases than in others. Staff generally develop a comprehensive knowledge of children's learning and care needs. However, where inconsistencies exist, this does not adequately ensure that any changes or updates about children's specific needs are shared as promptly and effectively as possible.
- Staff plan a good range of learning opportunities that encourage children to play. For example, they provide baskets of construction toys for children to create their own models. However, at times, children rely on prompts from staff to continue their ideas and do not always have wider resources readily available. This means that children have not yet mastered making their own links to find the equipment that will extend their learning.
- Leaders have developed a strong curriculum. They talk confidently about what skills and knowledge they want children to learn before moving to the next stage of their learning journey. Staff offer new and interesting experiences and build on children's prior learning. Children learn about letters and numbers during their play. For example, they practise making large-scale shapes outside using

chalk, water and paintbrushes.

- Staff provide many opportunities for children to be ready for future life experiences. For example, children are beginning to manage responsibility for their own belongings as they change their outdoor shoes to slippers. However, at times, some staff complete tasks for children that they could manage themselves. Therefore, they are not consistent in their approach to allowing children to extend and embed these skills independently.
- Staff share songs and stories to further support children's language development, and they use a range of books to teach children about diversity. For example, children explore different skin colours and then examine the colour of their own eyes and hair using a mirror. Staff encourage children to celebrate and embrace how they are all special and unique.
- Children are supported to adopt a healthy and balanced lifestyle. For example, they enjoy physical play outside or visit the soft playroom to practise their gross motor skills. Staff support an understanding of the importance of good oral health. Children proudly explain that they brush their teeth at home and understand this is a healthy thing to do.
- Children benefit from learning about their local environment. For example, they visit the local library and have received visits from the local fire and rescue services. These opportunities help children to learn more about the wider world.
- Leaders support staff well. They meet with them individually to discuss work and training needs. Staff have received training from external experts. For example, a qualified speech and language therapist provided strategies for enabling staff to support children's self-regulation. This led to better outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are aware of the potential signs and symptoms of child abuse, including the risks associated with exposure to extreme views or beliefs. They know who to contact if they are concerned that a child or family may be at risk. Staff understand the procedure to follow to raise concerns about other staff members. Leaders have robust recruitment processes and check the suitability of new staff. They also check the ongoing suitability of current staff through general meetings about their well-being.

What does the setting need to do to improve?

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

	Due date
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strengthen the arrangements to enable a regular two-way flow of information with parents.	14/04/2023
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To further improve the quality of the early years provision, the provider should:

- improve children's access to resources so that they can extend their learning more readily
- support staff to have consistently high expectations for children to extend and embed independence skills.

Setting details

Unique reference number	EY376295
Local authority	Kent
Inspection number	10277734
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	54
Number of children on roll	78
Name of registered person	Martin, Victoria Suzanne
Registered person unique reference number	RP515160
Telephone number	01795534432
Date of previous inspection	21 September 2018

Information about this early years setting

Little Moonbeams Pre-School registered in 2008 and operates in Faversham, Kent. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 12 members of staff, of whom, 10 hold relevant early years qualifications at level 2 or above. This includes eight members of staff who hold a level 3 qualification.

Information about this inspection

Inspectors

Kate Williams
Kate Williams
Lizzie Mackey

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The nominated individual and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Parents shared their views of the setting with the inspector.
- The staff provided the inspector with a sample of key documentation on request.

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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