

Inspection of Little Moonbeams Pre-School

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

Inspection date: 11 January 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff provide children with an engaging and nurturing environment. Children quickly settle and feel safe as they interact with friends and staff. There is a calm, happy and sociable atmosphere throughout the pre-school. Children's behaviour is good and appropriate to their stage of development. For instance, they are learning to share as they take turns to place bricks on the tower to see how tall they can build it. Staff engage children in group activities to support them to develop their social skills.

Children are keen to listen to staff read stories to them and to look at books independently. Staff encourage children to predict what will happen next in the story. They make good use of actions to engage children in the story. For instance, children join in as they talk about having to go through the snowstorm, not over or under it. Staff make good use of praise and give children time to respond to questions. For example, children talk about feeling 'chilly' in the snow. Building children's communication and language skills is important to the staff. They make strong use of experiences to help extend children's vocabulary.

Staff know the children and encourage them to take on new challenges. Children show high levels of concentration and are eager to show off their work. For instance, they are learning to write letters as they draw and explore patterns using chalk. Staff support children as they develop their early writing skills.

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

- The provider constantly evaluates the pre-school and has addressed the action and recommendations set at the previous inspection. As a result, they have strengthened interactions with parents to ensure they have a good two-way flow of communication. Parents state that they are very pleased with the support they receive from the manager and staff at the pre-school. Staff share information through children's online learning records, as well as speaking with parents at drop-off and collection times. Partnerships with parents are a strength of the pre-school.
- Staff provide a focused curriculum based on children's interests and stage of development. They offer a good range of adult-led and child-focused activities to engage children and develop their curiosity. For instance, children think of different ways to free the sea creatures from the large block of ice water. However, during some group activities, staff do not ensure that there is a consistent focus on what they want children to learn. As a result, children do not always make the progress of which they are capable.
- The provider and manager are passionate about supporting children and their families. There is a clear focus on well-being and providing good-quality

experiences for children who attend. The staff team works exceptionally well together and feels very supported at the pre-school. Staff undertake regular training and receive support from other staff. For instance, the special educational needs coordinator (SENCo) is new to the position and is receiving support from the manager, who previously carried out the role.

- Staff have high expectations for all children's learning. The SENCo works closely with parents and other professionals to support children with special educational needs and/or disabilities and those children who speak English as an additional language. The provider has made good use of additional funding to help ensure all children reach their full potential. For instance, they are using additional funding to support children to develop their social interactions.
- Physical play is an important part of children's experience at pre-school. Staff provide children with opportunities to practise their physical skills inside as they hop and jump in the soft-play area. Outside, children climb balancing beams and kick footballs as they develop their muscle strength. Staff support children, where needed, and closely supervise them to ensure their safety.
- Staff provide children with a wide variety of games and activities in which to engage, such as using sticky lard and bird seeds to make bird feeders. However, they do not always make strong use of children's engagement in activities to fully extend their mathematical knowledge and skills.
- Staff provide children with an array of opportunities to build their fine motor skills. For instance, children carefully use tweezers to pick up objects and sort them into coloured bowls. This helps children to develop their hand-eye coordination and build hand strength. However, at times, staff do not have all resources for activities readily available. Consequently, some children become distracted and not as engaged in their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to have a clearer understanding of the curriculum intent so that their teaching consistently focuses on what they want children to learn
- make better use of opportunities that arise to extend children's interest in mathematics
- strengthen the organisation of some daily routines so that children do not become disengaged while waiting for activities to begin.

Setting details

Unique reference number	EY376295
Local authority	Kent
Inspection number	10307667
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	2 to 4
Total number of places	44
Number of children on roll	64
Name of registered person	Martin, Victoria Suzanne
Registered person unique reference number	RP515160
Telephone number	01795534432
Date of previous inspection	14 February 2023

Information about this early years setting

Little Moonbeams Pre-School registered in 2008. It is situated in Faversham, Kent. The pre-school is one of four settings operated by the provider. The pre-school operates Monday to Friday, from 7.30am to 6pm, for most of the year. The pre-school provides funded early education for two-, three- and four-year-old children. There are 14 members of staff employed at the pre-school, of whom nine hold a relevant early years qualification at level 3 and two at level 6.

Information about this inspection

Inspector
Sara Garrity

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a joint observation with the provider to assess the quality of education and impact of staff's teaching on children's learning.
- The provider and inspector completed a learning walk together of the pre-school 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 read letters of reference and spoke to parents on the day to take into account their views on the service they receive at the pre-school.
- Staff spoke with the inspector at appropriate times throughout the day, and the inspector observed staff's interactions with children, both indoors and outdoors.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024