

Inspection of Little Moonbeams Day Nursery (registration until: 20 Sep 2024)

Little Moonbeams Day Nursery, Upper Brents, Faversham ME13 7DP

Inspection date: 23 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

At this day nursery, staff provide a warm, welcoming and homely environment. Children settle quickly and are eager to engage in the activities that are provided. They show strong friendly relationships with staff as they smile and put their arms up for comfort. This enables children to feel safe and secure. Staff provide children with access to a soft-play area and sensory room. They have a rabbit in the garden area where young children help to care for and feed it. This enables young children to have access to new experiences to build on their current knowledge and skills.

Children's needs are catered to well. Staff plan for children's interests appropriately through a wide range of activities and access to a large well-equipped outdoor area. Young children have a separate area for sleep with calming music and lighting. This enables young children to feel calm and safe. Young children have high levels of engagement. This is shown through the attentive interactions from staff. For example, children under the age of two years enthusiastically join in a bubble-blowing activity. They show excitement as the staff count to three or say, 'Ready, steady, go.' Children confidently count to six and repeat new words such as 'pop', 'missed' and 'big' to staff.

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

- Leadership and management have effective procedures in place when recruiting. They have a strong induction process with training opportunities for staff to enhance their knowledge and allow them to progress.
- Parents report that all staff are warm, friendly and very supportive. They communicate very well both verbally and remotely. This enables parents to feel fully involved in their child's care and education. Parents positively comment on the introduction of an on-site speech therapist. This has enabled their children to grow in confidence and to develop their communication skills.
- Staff promote speech and language extensively with young children. Leadership and management have implemented a therapist to attend the setting twice a week. They carry out group and one-to-one interventions with children. This strongly promotes early language skills for children. Staff consistently introduce more vocabulary alongside visual signs. They use other interventions, such as a communication book, which includes pictures of resources for children to point to. This allows children to have a voice and make choices.
- Staff model purposeful play well. For example, they show very young children how to use a paintbrush and explore the paint by using their whole body. However, staff are not consistent in their approach to preparing children when they are moving from one activity or part of the routine to another. For example, staff put aprons on babies when preparing for a painting activity, but sometimes they move children suddenly by approaching from behind them without warning.

This causes upset as children do not understand what is happening.

- Staff support children where needed, allowing them to show pride in their achievements. For example, when cutting fruit, children excitedly show how proud they are to achieve this independently, shouting, 'Look I did it.' Staff are proactive in intervening to reinforce their expectations of young children. For example, if children attempt to throw a hard ball, staff quickly demonstrate how to roll the ball on the floor, which children immediately imitate. This allows children to explore how to use items appropriately in a positive way.
- Children show strong behaviour and attitudes. They listen to instructions that are given by staff and react promptly. Staff have high expectations of children and frequently remind them of the rules. For example, when prompted by staff, children wash their hands and return to their own spot during a group dance activity. Children show respect to one and other. For example, they praise each other when they are doing good listening.
- The support for children with special educational needs and/or disabilities (SEND) is strong overall. Staff have a clear understanding of the process to follow, as well as the effective strategies and interventions to put in place, in order to best support all children's needs. However, on occasion, staff do not fully consider all children when they plan group activities. At times, staff do not notice children who are not engaging with the activity or make swift adjustments to include them. This can result in children patiently waiting for long periods of time without the support they need. This does not ensure that they always benefit fully from the intended 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 develop a more consistent approach to helping prepare children for moving from one activity or routine to the next, so they understand what will happen next.
- strengthen planning of group activities to take more account of children's individual support needs and help all children take part.

Setting details

Unique reference number	2681309
Local authority	Kent
Inspection number	10350678
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 at time of inspection	0 to 3
Total number of places	32
Number of children on roll	66
Name of registered person	Martin, Victoria Suzanne
Registered person unique reference number	RP515160
Telephone number	07545 211133
Date of previous inspection	Not applicable

Information about this early years setting

Little Moonbeams Day Nursery registered in 2022. It is one of four settings that are operated by the provider. It is situated in Faversham, Kent. The nursery employs 19 members of childcare staff. Of whom, 12 hold a relevant early years qualification at level 3 or above. The nursery opens from Monday to Friday, for most of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for children from nine months to three years old.

Information about this inspection

Inspector
James Sutton

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 owner joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a group activity with the nominated individual.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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