

Baby Moonbeams Day Nursery

Unique reference number (URN): 2810749

Address: The Sittingbourne School, Swanstree Avenue, Sittingbourne, ME10 4NL

Type: Childcare on non-domestic premises

Registered with Ofsted: 19/09/2024

Registers: EYR, CCR

Registered person: Little Moonbeams Day Nursery Ltd

Inspection report: 2 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children are enthusiastic and highly motivated learners. They consistently achieve well and build the skills they need for their next stage of learning. For example, children from a young age develop their independence when managing their personal care and using cutlery at mealtimes. This means they are well prepared for the next stage of their education.

Children with special educational needs and/or disabilities make significant progress from their starting points. They are developing effective ways to communicate their needs, build relationships and engage in learning. Children are learning to use visual cues and signs to express their wants and needs. This ensures every child feels valued and listened to.

Children practise important social skills, such as sharing and turn-taking. Targeted activities are used to develop patience and cooperation. Across the setting, children play together with kindness and consideration for others. They show positive attitudes to learning and enjoy working as a team. For example, children explore a range of books together to learn about different animals.

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders embed high expectations of behaviour throughout the setting. Throughout the day, staff use visual prompts to support children's understanding of room routines and expectations to promote an inclusive environment. Staff provide gentle reminders and use positive reinforcement effectively. Children behave beautifully, show kindness to one another and engage collaboratively in their play and learning.

Relationships between staff, leaders and children are highly respectful and nurturing. Staff act as positive role models. They consistently demonstrate calm, courteous interactions that children replicate. Children form deep, trusting bonds with their key person, establishing a secure foundation for learning. They flourish under consistent praise and encouragement, taking visible pride in their milestones. For example, babies who have recently learned to crawl are visibly delighted when staff celebrate and praise them for showing off their new skill. This nurturing environment boosts children's self-esteem and fosters a sense of belonging. Notably, children with special educational needs and/or disabilities thrive through predictable routines and interactions. This enables them to engage in all activities alongside their peers.

Children show consistent and positive attitudes to learning and participate fully in the activities on offer. Established routines provide children with security and familiarity. For example, regular activities take place at the same time every day, creating a consistent and embedded routine that the children relish.

Leaders take active steps to promote and monitor attendance and punctuality. They take prompt action to address barriers to attendance. Leaders clearly explain their attendance

and behaviour expectations to parents. This helps families stay engaged and supports positive outcomes for the children.

Children's welfare and wellbeing

Strong standard 

Leaders prioritise children's welfare and wellbeing throughout the setting. A harmonious and calm environment makes children feel safe, secure and valued. Staff are vigilant in promoting children's safety and comfort. This is evident during mealtimes, sleep routines and personal care. Leaders ensure that the learning environment is adapted appropriately. They manage room temperatures in the hot weather to ensure children remain comfortable throughout the day.

Leaders and staff know the children exceptionally well and have a thorough understanding of their individual needs, particularly those with barriers to their learning. Children with special educational needs and/or disabilities are developing effective ways to communicate their needs, build relationships and engage in learning. Staff use signs alongside clear, single words, such as 'bubbles', 'nappy' and 'snack', to support understanding. This ensures every child feels valued and listened to while at the setting. Positive relationships between children and staff enable children to feel emotionally secure and confident. Children are treated with dignity and respect. For example, during personal care routines, staff explain what they are doing and seek children's cooperation. This helps them feel valued and respected.

Children's health is prioritised and promoted across the setting. Staff use mealtimes to champion healthy eating habits and motivate children to try new foods. Children develop independence by self-serving their own food and drink. Oral health habits are encouraged. Children practise toothbrushing regularly using sets of 'teeth' and sing familiar songs about the importance of a secure toothbrushing routine.

Curriculum and teaching

Strong standard 

Leaders create an ambitious, inclusive curriculum that is accessible to all children. Activities reflect children's interests, developmental needs and prior learning. Staff deliver high-quality teaching across all areas of learning. This creates engaging experiences for children that encourage curiosity, confidence and sustained learning. Staff plan activities to be age and stage appropriate, with a strong focus on developing life skills. These build independence, self-esteem and resilience.

Visits to local parks, supermarkets and community spaces offer invaluable enrichment opportunities. These extend children's learning beyond the setting. Experiences like these help to develop confidence, curiosity and a sense of belonging in their community. These trips occur with the utmost care and attention, with rigorous risk assessments in place to ensure children's safety and enjoyment.

Staff consistently immerse children in a language-rich environment, using familiar stories, rhymes and songs. During activities, they model rich and varied vocabulary. This helps to develop communication and language skills. For example, when describing a monkey, staff use words, such as 'magnificent' and 'rare'.

Since the last inspection, leaders have worked hard on their mathematics curriculum. They provide children with a range of opportunities to explore key mathematical concepts. For example, staff model baking to teach children about quantities. Children are able to count scoops of mud correctly and identify when a container is full or empty.

Inclusion

Strong standard 

Leaders have an in-depth and secure knowledge of all children across the setting. They are committed to creating an inclusive environment that ensures that every child receives the support they need to thrive, achieve and belong. Staff meaningfully support every child, and they adapt their practice to meet children's unique needs. For example, children with special educational needs and/or disabilities (SEND) use climbing equipment in the outdoor area to promote their physical development. Children also have access to a spinning chair, which supports them with their sensory needs and emotional regulation.

Children's development is carefully monitored using a range of extensive tracking tools. This enables emerging needs to be identified and addressed swiftly. Children with SEND benefit from personalised support that is regularly reviewed and adapted to maximise progress. Strong partnerships with parents and carers and external professionals help secure positive outcomes. Parents speak highly of the support they and their children receive and report significant progress in their independence, development and wellbeing.

Leaders work with a range of external professionals and have an unwavering determination to ensure that children receive the support they need. They ensure that children benefit from their full entitlement of additional funding. They consider how it is used so that it is impactful for children's progress and development. For example, they have purchased targeted resources and funded enrichment activities to support children's physical development and social skills.

Leadership and governance

Strong standard 

Leaders have a secure oversight of the setting. They have a thorough understanding of the needs of the children and families it serves. Leaders show a deep commitment to providing high-quality care and education. Adaptations are made to respond to children's emerging needs. This approach ensures that children remain at the heart of planning and decision-making.

Parents and carers speak highly of the support they receive and value the enrichment opportunities that are available for their children. They praise the regular and consistent communication and ideas for learning and support at home. Parents feel fully informed about their children's experiences, learning and development. This has a positive impact on children as parents are able to maintain their learning at home. Parents are also able to mirror routines and strategies, which support children with barriers to their learning.

Leaders take steps to further progress the professional development of staff. For example, many have undertaken training on how to support children's emotional regulation. This has a positive impact on how staff support children's changing behavioural needs. Leaders value staff and support them in both their work and welfare. Staff feel confident when approaching

leaders with concerns or to ask for further professional development. Leaders are committed to improving their practice and have created a supportive and reflective culture. As a result, staff feel motivated, and children enjoy consistently high-quality care and learning.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-
-

What it's like to be a child at this setting

Children, including those with special educational needs and/or disabilities and those who face other barriers to their learning, thrive at this warm and welcoming setting. Leaders and staff take time to get to know each child and create a home-from-home environment where children feel safe, relaxed and secure. For example, children are encouraged to wear slippers and bring comforters from home. This helps them to feel comfortable and supports their emotional regulation.

Children enjoy a broad and balanced curriculum across the setting. They take part in exciting experiences that help them learn vital life skills. For example, children visit the supermarket to shop for ingredients, bake a variety of dishes and learn how to stay safe when walking near roads. Children develop a strong appreciation for the natural world. They plant flowers and help care for them in the garden area. Children learn the importance of providing enough water and sunlight to help the flowers grow. Staff immerse children in a range of different books about animals, insects and the wider natural world.

Children move confidently between the indoor and outdoor areas. They choose activities that interest them and take an active role in their learning. Staff provide a balance of child-

led activities and those that are supported by adults. For example, babies are enthralled by the activity 'What's in the box?', which takes place every morning. Staff encourage babies through a familiar song to reach into the box for an unknown object. With support, babies develop their physical development and show an increasing ability to maintain their focus for sustained periods of time.

Staff embed routines across the setting, which helps children to develop a sense of belonging. Staff introduce familiar activities every day that spark children's excitement and curiosity. These activities embed high expectations for engagement and behaviour so that children know what is expected of them. Leaders and staff are excellent role models and treat children with kindness and respect. They create a harmonious, caring atmosphere where everyone feels valued. As a result, children learn to be kind, work together and show consideration to others.

Families are warmly welcomed, and leaders and staff support staff to recognise the importance of regular attendance.

Next steps

- Leaders should continue the successful work in striving to close any gaps in achievement for the most disadvantaged children.
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About this inspection

The inspector spoke with leaders, staff, parents and carers and children during the inspection.

A quality assurance visit by an additional inspector was carried out at this inspection.

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.

Inspector:

Ruby Hayes

About this setting

Unique reference number (URN): 2810749

Address:

The Sittingbourne School
Swanstreet Avenue
Sittingbourne
ME10 4NL

Type: Childcare on non-domestic premises

Registration date: 19/09/2024

Registered person: Little Moonbeams Day Nursery Ltd

Register(s): EYR, CCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 17:00

Local authority: Kent

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 2 July 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

29

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard ●

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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