

Little Moonbeams Day Nursery

Unique reference number (URN): 2810753

Address: Upper Brents, Faversham, ME13 7DP

Type: Childcare on non-domestic premises

Registered with Ofsted: 19/09/2024

Registers: EYR, CCR, VCR

Registered person: Little Moonbeams Day Nursery Ltd

Inspection report: 15 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 achieve well from their individual starting points. They build securely on previous learning and make consistent progress towards their identified next steps. Their achievements are regularly reviewed, enabling any emerging gaps in learning to be identified and addressed promptly.

Children make good progress through the curriculum, particularly in communication and language. They develop their vocabulary, confidence and ability to interact positively with others. Children with speech and language needs benefit from targeted support, individual plans and tailored interventions. Consequently, children with special educational needs and/or disabilities make good progress, and gaps in their learning narrow significantly.

Disadvantaged children, those with additional needs, children who speak English as an additional language and those previously known to children's social care achieve well. They participate fully in the curriculum and build securely on what they know and can do.

Children confidently have a go during activities and everyday routines. They persevere when solving problems and practise new skills until they succeed. Consequently, children develop independence, resilience and positive attitudes that prepare them well for their next stage of learning.

Behaviour, attitudes and establishing routines

Strong standard ●

Children behave well and show that they feel safe and secure. The well-established key-person system enables staff to quickly develop a detailed understanding of children's backgrounds, personalities and individual needs. Settling-in arrangements are highly tailored, helping children to establish routines confidently.

Staff are positive role models. They listen carefully to children, value their contributions and consistently model respectful interactions. Children learn to recognise and manage their emotions, share and take turns. Visual communication boards, including portable versions on staff lanyards, effectively support children who need additional help. Well-planned adaptations enable children with special educational needs and/or disabilities to regulate their behaviour and participate fully.

Staff successfully promote independence. The children confidently use china bowls and glasses during mealtimes, pour their own drinks, wipe their faces and use mirrors to check they are clean. These opportunities, alongside consistent support with toileting, help children rapidly develop the confidence and independence to manage everyday tasks for themselves.

Mealtimes are safe and well organised. Children's dietary needs, allergies and preferences are clearly understood and carefully followed. Designated staff prepare and serve food for children with specific dietary requirements, using separate utensils and preparation areas to minimise the risk of cross-contamination.

Leaders monitor attendance rigorously and promptly contact families following unexplained absences. They work closely with parents to promote regular attendance and understand children's changing circumstances. Children facing disadvantage receive targeted support that significantly reduces gaps. Staff understand their safeguarding responsibilities.

Children's welfare and wellbeing

Strong standard ●

Children's welfare and wellbeing are prioritised through highly secure relationships and consistent routines. Children confidently seek comfort from trusted adults when unsettled. Staff are deeply attuned to children's individual cues and use calm voices and carefully selected visual aids to help them communicate their needs, recognise emotions and recover quickly.

Settling-in arrangements are highly personalised and sensitively adapted for as long as each child needs. Staff make effective use of information from 'All About Me' forms, including key words and phrases, to provide continuity and reassurance. Consequently, children develop secure relationships and a strong sense of belonging and settle confidently.

Care routines are highly responsive to children's individual sleeping, feeding and developmental needs. Staff work closely with parents to provide consistent support with toilet training. Carefully considered visual prompts empower children with special educational needs and/or disabilities and those who speak English as an additional language to develop independence. Staff rigorously follow safer sleep practices and undertake regular checks. Consequently, children rest safely according to their individual needs.

Staff skilfully embed learning about handwashing, safe eating, physical activity and oral health into daily routines. Children develop a meaningful understanding of how healthy choices support their wellbeing, including how milk contributes to strong bones and teeth. Leaders proactively help families access local dentists. Two-year progress checks are meaningfully discussed with parents, supporting effective information-sharing with health visitors.

Staff respond swiftly and appropriately when children have accidents. Parents receive clear, timely information and understand any action they need to take. Following head bumps, staff contact parents promptly and provide appropriate guidance. This highly consistent approach places children's welfare at the heart of practice.

Curriculum and teaching

Strong standard ●

The curriculum is ambitious, well sequenced and effectively taught. Staff use ongoing assessment to identify children's next steps from their individual starting points. They share these effectively with colleagues and parents. Consequently, children build on what they already know and make consistent progress.

Staff skilfully weave mathematical language into everyday activities. During fruit-cutting activities, children explore size, shape and length using words such as 'big', 'small', 'long' and 'short'. When a child identifies a plum as a cucumber, staff sensitively offer descriptive

clues and encourage the child to think again. Children safely use knives to cut fruit, developing their independence and coordination.

Thoughtfully planned experiences successfully spark children's curiosity and imagination. For example, babies enthusiastically paint with coloured ice on large sheets of paper. Staff gently encourage them to make marks and introduce the names of different colours as they explore. This engaging sensory activity supports babies' creativity, early communication, physical development and understanding of the world.

Children with special educational needs and/or disabilities (SEND) receive effective, targeted support. Individual plans and clear targets are shared with parents, staff and external professionals. Staff consistently implement specialists' recommendations and adapt activities and resources so that all children can participate. Consequently, children with SEND make good progress, with some making significant gains.

Inclusion

Strong standard 

Leaders have established a deeply embedded culture of inclusion where every child is known, valued and supported to thrive. They have an exceptional understanding of children's individual starting points and are relentless in removing barriers to learning. Expectations are consistently high for all children, including those with special educational needs and/or disabilities and those known to children's social care.

Robust assessment and precise progress tracking enable leaders and staff to identify children's individual needs quickly. This allows them to implement sharply focused support and adapt practice swiftly. Inclusion is a shared responsibility across the team, ensuring that agreed strategies are applied consistently and reviewed regularly. As a result, children make strong progress from their starting points, and gaps in learning diminish rapidly.

Partnerships with parents and external professionals are highly effective. Relationships are built on trust, enabling families to access timely support and specialist services. Leaders implement professional advice consistently, including communication strategies recommended by speech and language therapists, which significantly enhance children's language, confidence and independence.

Children known to children's social care receive highly personalised support. Leaders work proactively with partner agencies and carefully consider children's emotional needs, ensuring consistent key-person arrangements that promote secure attachments and emotional security.

Leaders use additional funding strategically, investing in resources, staff development and specialist support based on evidence of what has the greatest impact. Every adaptation is carefully considered to ensure children can participate fully and succeed. Consequently, children flourish in an environment where they feel safe, valued and fully included. They become increasingly resilient, independent and exceptionally well prepared for the next stage in their education.

Leaders are highly reflective and drive impressive improvements. Their ambitious vision is communicated with clarity and fully embraced by staff. Improvement planning is incisive and rigorously monitored. Innovative developments, including emotion cards and communication boards, are already having a substantial impact on children's confidence, communication and self-regulation.

Leaders have cultivated a highly inclusive culture. Children's emerging needs are identified swiftly, and leaders work tenaciously with families and professionals to secure support. Carefully targeted early years, safeguarding, medical and special educational needs and/or disabilities training equips staff with the expertise to meet children's individual needs. A meticulous induction programme, purposeful supervision and skilful in-the-moment coaching rapidly strengthen staff practice.

Safer recruitment procedures are rigorous. Candidates complete detailed applications and participate in telephone and face-to-face interviews conducted by 2 people. Leaders thoroughly investigate employment gaps, obtain and verify 2 references and complete all suitability checks. Staff's safeguarding knowledge is tested to ensure understanding is deeply embedded.

Staff wellbeing is a notable strength. Leaders provide highly individualised support, including occupational health referrals, menopause guidance and sensitive assistance following maternity leave. Supervisions meaningfully explore wellbeing, performance and professional aspirations. Staff describe a genuine open-door culture in which they feel heard, valued and empowered. Consequently, morale is extremely high, and the stability of this cohesive team significantly benefits children.

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
-

Voluntary Childcare Register requirements

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

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

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

- Met
 - Not met
-

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

Children thrive in this warm, nurturing and highly inclusive setting. They are happy, confident and remarkably independent throughout the day. Even the youngest babies are encouraged to make choices, explore their surroundings and develop their emerging independence. Children eagerly investigate the thoughtfully planned environment, showing high levels of curiosity and remaining deeply engaged in their play for sustained periods.

Leaders have developed a highly ambitious, well-sequenced curriculum that consistently meets the needs of all children, including those from disadvantaged backgrounds and those with special educational needs and/or disabilities (SEND). Staff build carefully on what children already know and can do, enabling them to make strong progress. Children gradually develop the independence, resilience, social skills and communication and language abilities they need to succeed. Consequently, they are extremely well prepared for each transition through the nursery and for the next stage of their education.

The key-person approach is firmly embedded and highly effective. Children form close, secure bonds with their key person and equally trusting relationships with other staff. They confidently approach adults for comfort, reassurance and help. This creates a strong sense of belonging and enables children, including those who have recently joined, to settle quickly and feel safe and valued.

Partnerships with parents are a significant strength. Parents speak incredibly highly of the staff and value the regular, meaningful discussions about their children's care, learning and progress. Leaders recognise the importance of consistent attendance and work flexibly and sensitively with families to help children attend regularly and gain the greatest benefit from the curriculum.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities, and those who may face other barriers to their learning and/or wellbeing.
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About this inspection

The inspector spoke with leaders, staff, parents, the special educational needs coordinator and children during the 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:

Collette Bradshaw

About this setting

Unique reference number (URN): 2810753

Address:

Upper Brents
Faversham
ME13 7DP

Type: Childcare on non-domestic premises

Registration date: 19/09/2024

Registered person: Little Moonbeams Day Nursery Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

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 15 July 2026

Children numbers

Age range of children at the time of inspection

0 to 2

Total number of places

32

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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