

Little Moonbeams Pre-School

Unique reference number (URN): 2810755

Address: Upper Brents, Faversham, ME13 7DR

Type: Childcare on non-domestic premises

Registered with Ofsted: 19/09/2024

Registers: EYR, CCR

Registered person: Little Moonbeams Day Nursery Ltd

Inspection report: 10 June 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 with special educational needs and/or disabilities, those who are disadvantaged and those known to children's social care make rapid progress. For instance, children who were previously nonverbal or withdrawn now engage in interactions, use language and participate confidently in group activities.

Children are very well prepared for the next stage of learning and starting school. They become highly independent. For example, they serve themselves at mealtimes, confidently using a serving spoon to put food on their plate. They become extremely confident communicators and express their needs and ideas well.

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders have established a calm, respectful and well-structured environment where expectations for behaviour are clearly understood and consistently applied. There is a harmonious culture, and children demonstrate really positive attitudes to learning. Children learn how to interact and play with their friends and benefit from observing staff who are positive role models. They learn the importance of sharing and waiting their turn at mealtimes. This helps them serve themselves food independently.

Relationships between staff and children are warm and responsive. Key persons know children very well and provide reassurance and support, helping children to feel safe and settle very quickly. This is particularly effective for children with special educational needs and/or disabilities and those who require additional emotional support. Staff model kindness and consideration in their interactions, which children go on to copy. Children consistently collaborate and work together, such as when working with peers to decide on the right tools to successfully dig out the toys animals that have been hidden in the sand.

Leaders work effectively with families to ensure that they understand the importance of regular attendance. They support families to ensure that children benefit from their time at the setting. Staff are aware of the policy and procedures in place and take swift and thoughtful action if needed.

Children's welfare and wellbeing

Strong standard ●

Staff warmly and sensitively support children's emotional wellbeing, making sure they are highly attentive to their individual needs. They skilfully offer calm support and reassurance when needed. This helps children feel extremely secure and flourish in their care.

Staff manage routines very well, with a consistent approach to keep children healthy, and they support them to thrive. Children learn how to keep themselves healthy through nutritious meals prepared on site daily, with portion sizes and a balanced meal fully considered. Children learn about the benefits of fresh air and exercise as they participate in weekly dance sessions and explore different ways to move to music.

Children access learning, both indoors and outdoors, to provide rich learning experiences. Routines are embedded and well understood, which helps children to understand what happens next and supports a secure and strong sense of their emotional wellbeing.

Curriculum and teaching

Strong standard 

The curriculum is ambitious, well-sequenced and broad, covering all areas of learning and development. It is designed to meet children's ages, stages and needs, with a clear focus on communication and language, personal, social and emotional development, and physical development. This ensures children develop the knowledge and skills needed for future learning.

Staff expertly use children's interests and next steps to plan activities to support their learning and development. For example, staff use children's interest in construction to explore different buildings from around the world, explore construction vehicles and talk about what they do. Children carefully develop their motor skills as they are challenged to create and build with both tiny bricks in the play tray and large bricks in the outdoor construction site role-play area. Staff across the pre-school provide a learning environment rich in language to support children's communication and language development. They adapt their teaching very successfully for children with special educational needs and/or disabilities to support their understanding and work towards their targets.

Staff support children to move confidently around the setting and access activities. Key persons work closely with each other to pass on any relevant information about the children who come to take part in different activities. They weave mathematics into children's experiences as much as possible. For example, they encourage problem solving and counting and introduce new mathematical language whenever possible.

Inclusion

Strong standard 

Leaders and staff are committed to ensuring children consistently experience inclusive practice. The pre-school is inviting and welcoming for all attending. There is an inclusive culture that is understood by all.

Detailed information gathered from parents and carers, alongside ongoing assessment, enables staff to understand children's starting points and tailor provision precisely. Staff are extremely well supported by leaders in accessing further training and in tailoring their approach and curriculum to meet children's needs. This is particularly evident for children with special educational needs and/or disabilities, those who are disadvantaged and those known to children's social care. For example, children access extremely well-planned interventions in a space carefully designed to support children's developing engagement and concentration.

Staff adhere to personalised routines and implement targeted interventions. Resources, visual prompts and carefully planned interventions in a designated area of the setting support all children to access and succeed from their starting points. Leaders' use of early years pupil premium funding is purposeful and targeted. For example, the provision of

additional activities, such as dance, enables disadvantaged children to access enrichment, improve their physical skills and build their confidence.

Leadership and governance

Strong standard 

Leaders demonstrate a commitment to ensuring all children receive consistent, high-quality care and education. This has a significant impact on outcomes for children. Children are placed at the centre of all decisions made.

Leaders have an excellent understanding of the strengths and weaknesses of the setting. They identify any areas for improvement accurately and take swift and effective action to address them. For instance, the garden has undergone development, creating a range of exciting and inviting areas for the children to explore and learn. They place a consistent emphasis on staff development, ensuring that staff have regular supervision sessions. They put in place precisely tailored training that supports staff to contribute to the continuous development of the provision and the quality of practice at the setting.

Highly effective communication and partnerships with parents are established, along with any other professionals involved with the family, which has a positive impact on children's wellbeing and enables them to thrive. Parents speak highly of the staff and all aspects of the setting.

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 are extremely well settled and arrive eager to see their peers and staff. All children are engrossed in high-quality activities throughout the day that enable their learning and development.

The children benefit greatly from the wider experiences that the setting provides, and their regular attendance is encouraged. They take trips to the local mill, library and shops on a regular basis, and also the local care home to visit the residents. These experiences rapidly build the children's knowledge of the world around them and develop their awareness of their local area and community. In the setting, children also engage in a multitude of experiences, from nurturing the garden plants to growing their own vegetables, which are later cooked in the kitchen. Children develop their physical skills rapidly as they explore the well-thought-out garden areas. They chop and mix herbs in the mud kitchen, ride scooters along the garden path and climb carefully on the climbing frame to see who can climb the highest.

Children thrive in a safe learning environment, where they feel valued and supported. They receive continued praise and positive reinforcement throughout the day, building on their confidence. All children are highly social and regularly share what they have been doing at home and talk about their friends. Children welcome others into their play and exploration. Children with special educational needs and/or disabilities are encouraged by their peers to join in activities.

Children make rapid progress and consistently achieve from their starting points. Staff strengthen learning through engaging activities and targeted interventions. Children benefit from an ambitious curriculum, and the importance of attendance for their learning and welfare is promoted. Children are well prepared ready for the next stage in learning and transition to school.

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, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

The inspectors spoke with leaders, staff, parents 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:

Kimberley Luckham

About this setting

Unique reference number (URN): 2810755

Address:

Upper Brents
Faversham
ME13 7DR

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 : 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 10 June 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

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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