

# Top Banana Pre School

Inspection report for early years provision

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**Unique reference number** EY301539  
**Inspection date** 26/11/2009  
**Inspector** Stephanie Graves

**Setting address** Seal War, Memorial Pavillion, Seal, Recreation Ground,  
High Street,, Seal, Sevenoaks, Kent, TN15 0AL

**Telephone number** 07958 528808

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Top Banana Pre-school opened in 2005. The group is registered by Ofsted on the Early Years Register. It operates from one room in a memorial hall situated in the village of Seal, Kent. The setting is accessible and all children share equal access to an enclosed outdoor play area. The setting is open each weekday from 9.15am to 3pm during school term times only.

A maximum of 22 children may attend the pre-school at any one time. There are currently 48 children attending. The setting supports children who speak English as an additional language. Children come from the local and wider community.

The provider employs seven staff. Of these, five staff, in addition to the provider, hold appropriate early years qualifications. The provider is working towards the Early Years Foundation Degree. One member of staff is working towards a relevant childcare qualification. A gym organisation visits the setting on a regular basis.

The pre-school is a member of the Pre-school Learning Alliance and receives regular support from a range of local authority early years professionals.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Practitioners promote the unique needs of the children they care for to ensure their welfare and learning are well promoted. Children play happily within safe boundaries and enjoy being with staff and one another. The partnerships with parents and other settings help to ensure that the care and learning needs of the children are well promoted. The group has a good capacity for maintaining ongoing improvement, which is evident in some areas of exemplary practice. The strengths and weaknesses of the provision are separated out effectively with clear priorities identified for development to promote positive outcomes for the children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- continue to develop systems for self-evaluation to identify the setting's strengths and priorities for development that will further improve the quality of provision for all children.

## **The effectiveness of leadership and management of the early years provision**

Effective procedures are in place to promote the welfare and safety of all children. Practitioners have an up-to-date understanding of the signs and symptoms of abuse and local safeguarding children procedures. They follow effective guidance

and know the measures to take in the event of a concern to ensure that children's welfare is clearly promoted. All staff are appropriately vetted and their ongoing suitability is monitored to ensure they are suitable to work with the children. Clear security measures are in place and the details of any visitors are recorded. The annual risk assessment is complemented by daily safety checks and an effective range of records policies and procedures promote children's safety at all times.

The provider has a clear commitment to maintaining continuous improvement. This is evident in several areas that have been addressed well from previous recommendations and actions. The deployment of resources and staff is good. Every child is able to easily locate and access the toys and resources on offer. Training updates are attended regularly by practitioners who work well as a team and support the children's learning effectively.

The group is strongly committed to equality and diversity and this is evident through excellent practice. For example, parents and children are actively involved in decision-making and equal provision is made for every child, regardless of personal background or circumstance. Staff are beginning to provide parents with observations of their children's learning in their home languages. Planning, observation and assessment addresses each child's unique learning needs. Toys, resources and experiences promote positive images of diversity exceptionally well and enable the children to learn about the differences between themselves and others in society.

The systems for self-evaluation are good. Although the group has not fully completed the Ofsted document, the measures taken have greatly improved the outcomes for children. Recent improvements include updating the policy documents, staff attending several training events and improving the methods for observational assessments. Further improvements underway include the ongoing monitoring of security on the premises and continuing to visit other settings to share good practice. Overall, improvements have had a very positive impact on the outcomes for children.

The partnerships with other settings are good. Practitioners ensure that information is shared about children's progress and specific needs in order to promote consistent and relevant care. Good relationships with local schools help to provide children with smooth transitions into reception classes.

The relationships between the setting and parents meet the needs of the children extremely well. Information is shared with daily verbal exchanges taking place. Parents receive a very warm welcome and feel their children are happy within the setting. They know that staff help them to learn and develop very effectively. Parents are able to contribute their views in writing and verbally and the group strongly recognises the importance of respecting parents as the key educators of their children. With this in mind, parents are encouraged to visit to share their special knowledge and skills with the children and contribute towards their progress. This helps to provide children with ongoing consistency of care and learning.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and settled in a warm and welcoming environment where practitioners support their needs well. The environment is well organised with plenty of stimulating resources at the start of the day. Children happily find their own names to self-register and a good range of environmental print helps to develop their early literacy skills. Free-flow play between indoors and the outdoor area provides plenty of opportunities for children to develop physical skills. They enjoy talking about their home experiences and practitioners spend a good deal of time engaging them in meaningful interaction to extend their communication and language skills. Adults encourage them to develop good problem-solving skills, for example, as they discover how programmable resources operate. This includes taking turns to use a computer, where children learn to follow simple instructions and tasks.

Children explore number, shape and measure, for instance, during construction activities and stories. They are fascinated and investigate the texture of water and glitter in a tray as they use rollers and animals to make marks. Role play and small world resources are appealing and encourage children to represent real life scenarios through their imaginative play. Observational assessment is effective in charting children's progress from when they start at the setting to when they leave. Clear observations and examples of children's achievements show how they move forward in their learning. Planning includes all the different areas of learning through long and short-term planning and builds on every child's existing interests and abilities. In all, the opportunities provided help each child make good progress and develop the essential skills needed for their future learning and development.

All children demonstrate good, secure relationships with the practitioners looking after them and happily ask for support if needed. They learn about keeping themselves and others safe, for example, by practising the emergency evacuation procedure regularly. They also learn why adults need to check that the gate is secure before they go out to play. This effective input helps all children to learn about personal safety.

The good health and well-being of the children is encouraged exceptionally well. They are actively involved in preparing their own snacks and helping themselves to drinks. They are beginning to learn about growing their own produce and the snacks provided are very healthy and nutritious. Excellent options include bread sticks with humous, fresh and dried fruit and raw vegetables. This encourages them to try new foods and develop an excellent understanding of healthy eating as they chop the pieces and put them into bowls. Parents are encouraged to provide healthy options in children's lunch boxes to maintain healthy eating at lunch time.

Staff adopt clear hygiene routines and use anti-bacterial hand gel between hand washes to minimise the risk of cross infection. Most children can wash their hands confidently and independently. They know that they need to use soap and rub their hands together to ensure they are cleaned properly. Plenty of physical activity is available through ongoing outdoor opportunities and a visiting gym organisation

contributes towards helping children to develop an excellent awareness of maintaining healthy lifestyles.

Good behaviour is encouraged by practitioners who are effective role models. They are heard to praise children often for their individual achievements and good behaviour and help them to learn about sharing and taking turns. They respect children and listen to them and respond to their interactions with genuine interest. This helps children to feel valued and promotes their confidence and self-esteem well.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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