

Banana Moon Day Nursery

Inspection report for early years provision

Unique reference number

EY430621

Inspection date

12/06/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Banana Moon Day Nursery was registered 2011 and is privately owned. It operates from renovated farm buildings in a rural location on the outskirts of Luton. The nursery serves a wide catchment area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. The nursery has a pet hamster and some fish.

The nursery opens Monday to Friday 7.30am till 6.30pm, all year round with the exception of one week at Christmas. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 34 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 24 children attending who are within the Early Years Foundation Stage. The nursery also offers holiday care to children aged over five years to under eight years. The nursery provides funded early education for seven children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications. The director is working towards Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This is a welcoming, friendly and generally inclusive setting where the children currently make satisfactory progress in their learning and development. Staff sustain generally good quality interaction with children to promote positive attitudes and to guide children's learning from play. Many aspects of children's welfare are promoted well although there are minor weaknesses in risk assessment, attendance records and the request to seek emergency medical advice is not clear. There are satisfactory partnerships with parents and carers. The capacity of the setting to improve is satisfactory and the setting has begun to use self-evaluation to support the ongoing review of their work.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 22/06/2012
- expand the risk assessment of the premises to include all aspects of the environment that need to be 22/06/2012

checked on a regular basis and keep a record of these checks; in particular this relates to the use of a toilet for storage of cleaning equipment and chemicals, standing water in outdoor equipment and inconsistent storage of medication (Suitable premises, environment and equipment)

- keep an accurate daily record of the names of children looked after on the premises and their hours of attendance (Documentation) (also applies to the compulsory part of the Childcare Register)
- 22/06/2012

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

- extend the opportunities for babies and children to play outside
- improve the provision of planned experiences that support children's progress towards the early learning goals
- strengthen the links between planning, assessment and learning priorities to secure children's progress towards the early learning goals, for example, through the use of the criteria in the Practice Guidance for the Early Years Foundation Stage
- extend the establishing culture of reflective practice and self-evaluation involving the whole staff team, to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

Required policies, procedures and most permissions are in place to support the promotion of children's welfare and the staff have the necessary skills and knowledge to protect children appropriately. Evidence of Criminal Records Bureau Checks for all staff is readily accessible. Staff check the identity of visitors before admitting them to the premises. Regular risk assessments and daily checks ensure that many practical hazards are minimised and children are safe. However, a number of issues have not been recognised by staff. For example, the records of attendance for children are inaccurate at times during the day and compromise safety in an emergency situation. Rain water is left standing in outdoor equipment and chemicals are stored in an unlocked toilet being used as an additional storage area. Medication is not always stored safely according to the written policy. The request to seek emergency medical advice and treatment is not clear. This means that three specific legal requirements are not fully met and children's safety is potentially compromised.

Appropriate daily practice, such as regular fire evacuation drills, reinforce children's understanding of practical safety issues and a treasure hunt directs children to the fire assembly point to construct another opportunity to talk about fire safety with children. Staff make generally effective and efficient use of the building and resources to promote children's learning and development across all areas of

learning. Staff have worked hard to make the outdoor area attractive and it reflects the six areas of learning. However, the outdoor area has not been prepared for the children's arrival, following the preceding day's heavy rain. Equipment boxes have been left out in the rain and the books and equipment contained therein are standing in water. Tree debris contaminates toys and resources and makes them less attractive to children.

When staff members attend external training, information is cascaded to colleagues, ensuring that knowledge and good practice is shared appropriately. This helps to create a positive environment, where children feel secure and happy. The senior management of the nursery has a vision for the future, and the director and the manager have jointly completed the self-evaluation form, consulting with staff. However, recent staff turnover has limited the effectiveness of this participation and some priorities for development have not been correctly identified. The manager does not currently have sufficient opportunity to monitor staff performance effectively. Consequently, self-evaluation does not fully secure continuous improvement and has limited impact on outcomes for children.

Managers and staff have a reasonable understanding of anti-discrimination, enabling them to implement appropriate policies and provide a service which is inclusive for all children and their families. The setting has established partnership links with other professionals such as speech therapists and the local schools. Sound communication with parents means that staff are able to work well in partnership with them. Parents receive thorough information about the setting and their child's progress, for example, through newsletters, daily talks with staff and review meetings with key workers. Parents give complimentary feedback about the nursery and written references state 'there has been an obvious improvement, thanks to you and your staff - as you were aware, my child was shy when he first came to your nursery - now he has learnt to walk, found his voice and enjoys the social life - we all feel this is down to you and your staff and the great care they obviously take - thank goodness you opened Banana Moon, long may we all enjoy it'.

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

Overall, children make suitable progress in all areas of learning in this bright and friendly setting. There is a good range of activities on offer and children freely choose what they want to do. They are generally supported in their achievements because many staff have a competent understanding of the Early Years Foundation Stage. Staff work well as a team in the baby room, are well-trained and deployed effectively to provide individualised support to the children. The quality of care provided for babies is good and staff know how to promote learning effectively. For example, the babies enjoy exploring the contents of a treasure basket and staff gently encourage them to hold items to their cheek to feel the texture on their faces.

Staff interaction in the pre-school room is variable in quality. Some staff in the pre-

school room have a weak knowledge of the learning and development requirements. They do not make the most of opportunities to challenge the older and more able children to extend learning and actively promote progress. Senior staff skilfully divert the children's arguments by engaging them in the familiar story about hunting for bears.

Planning features some stimulating activities but too often fails to identify the role of the adult and merely guides staff to 'set up and join in'. Clear intentions about what children are to learn from the activities are not explicitly described and do not provide appropriate support for staff who are less familiar with the criteria in the Practice Guidance for the Early Years Foundation Stage. Although some staff spend lots of time completing observations and building up a picture of the child's learning in their learning journey folders, some staff do not keep up to date. The folders do not present a coherent and logical record of learning which can be used to determine next steps and track progress effectively.

Children usually spend a period of time in the outdoor area each morning and afternoon. However, on occasion, some of the babies do not get outside in the fresh air during a given day. Staff cite difficulties with staff ratios and their physical ability to carry non-mobile babies. Staff oversee children's visits to the toilet areas and promote good habits of hand washing and personal hygiene. However, the changing mat is split and presents the potential for cross-infection, unnoticed by staff. There are some missed opportunities for promoting independence at meal times. Staff serve children, ready-plated meals and children use ready filled drinking bottles rather than pour their own drinks. Staff clear away the dirty cups, cutlery and bowls in readiness for washing up. Children's behaviour demonstrates that they feel safe. They smile and laugh and form confident relationships with their peers and staff. Behaviour is mostly good and staff remind children that they must use 'kind hands'.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 22/06/2012