

# Banana Moon

Inspection report for early years provision

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<b>Unique reference number</b>	EY437526
<b>Inspection date</b>	05/07/2012
<b>Inspector</b>	Lisa Parkes

<b>Setting address</b>	3 Stratford Court, Shirley, Solihull, B90 4QT
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<b>Type of setting</b>	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*.

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## **Description of the setting**

Banana Moon was registered in 2011 and is managed by a limited company. The provision operates from a renovated commercial building in Shirley, Solihull and is split over three floors. There is a fully enclosed area available for outside play.

The setting opens Monday to Friday from 7.30am to 6.30pm all year round. A maximum of 94 children may attend the setting at any one time and there are currently 68 children on roll. The setting is registered on the Early Years Register.

Ten practitioners are employed to work with the children, the majority of whom hold full and relevant childcare qualifications. Those with no qualifications are being supported in obtaining a relevant qualification.

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

Overall the quality of the provision is good.

Children are offered high levels of care and education, and make strides in their learning and development. Effective arrangements exist to ensure children's health and safety. Children are valued as unique individuals and diversity is respected. The provision is personalised, and support is tailored to meet children's individual needs. The management team are committed to building the foundations for success through improved partnership working. There is a strong commitment towards quality improvement.

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

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

- open up opportunities to share best practice with other practitioners through local, regional and national networking
- open up further opportunities to work collaboratively with parents to share knowledge, question practice and test new ideas - with high aspirations for every child.

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

All necessary steps are taken to safeguard and promote the welfare of children. An effective safeguarding children policy is implemented and individual practitioners are fully aware of their roles and responsibilities in relation to safeguarding children. Children are provided with a safe and secure environment in which to interact and explore rich and diverse learning and development opportunities. A formal risk assessment is conducted, and practitioners constantly reappraise both the environment and activities to which children are being exposed and make necessary adjustments to secure their safety at all times.

Management systems run smoothly and all required documentation is maintained and readily available for inspection. Accurate record-keeping and strong organisation enhances children's well-being. The management team has energy and enthusiasm and employs a whole-setting approach to promote achievement for all children. Practitioners recognise the value of quality continuous improvement and self-evaluation is used as the basis of on-going internal review. The setting supports continuous professional development for all staff, and target setting is realistic and challenging. Consequently, outcomes for children are good.

Staff deployment is effective, and practitioners support children to learn with enjoyment through well-planned experiences. A good balance of child-initiated and adult-led play-based activities ensures that all children remain interested and motivated. Practitioners skilfully extend specific areas of children's learning, boost children's language and communication, and observe and reflect on children's spontaneous play. The bright, airy and spacious environment enhances children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.

Practitioners work in partnership with parents by sharing all relevant information and involving them in their child's continuous learning and development. An inviting atmosphere with approachable staff helps to create effective communication, and everyone receives a friendly welcome. To further exploit this, the management team are in the process of devising new and innovative ways to involve parents in the life of the setting and to use their ideas to shape future provision. Practice is fully inclusive and practitioners build caring and respectful relationships with all children and their families.

Practitioners work in partnership with other professionals to promote optimum continuity of care. They communicate effectively with local schools and nurseries to complement children's learning and to ensure progression. There is a strong commitment to supporting children during transition times, and school-readiness is a key element of pre-school. Owing to the fact that the provision is newly established, these partnerships are currently in their infancy. The management team are committed to the development of sustained shared thinking, sharing best practice and networking. This will improve the quality of provision for all children.

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

Practitioners' good knowledge of the learning and development and welfare requirements promotes children's learning, social, physical and economic well-being. Activities are well planned, based upon accurate observations, and fully matched to children's individual needs. Practitioners skilfully tune into children and as a result they display positive attitudes to learning. Children have plenty of space and time to pursue personal interests, and schedules and routines flow with their needs. Children's behaviour is exemplary; they are happy, relaxed and demonstrate a delightful sense of belonging. Attendance is very enjoyable, and children thrive within an interesting and well-equipped environment.

Children are engaged in a wide range of fun and interesting learning opportunities. Babies enjoy sensory play and blissfully explore cornflour, jelly, water and baked beans. They investigate their surroundings, respond to music, rhymes and stories, and form positive secure relationships. Toddlers and Teenies hunt for bugs in the garden, listen to the birds, and engage in imaginary play. Painting, cutting and sticking is popular, and children take pleasure making collages and getting messy. Pre-school children confidently use information and communication technology and programmable toys, and they adore junk modelling. Learning is effective, exciting, varied and progressive.

Children display a strong awareness of what constitutes a healthy lifestyle. They adopt good personal hygiene routines, become independent in their care needs, and understand the importance of eating healthily. The outdoor environment provides children with freedom to explore, use their senses and be physically active and exuberant. Children enjoy ample contact with the natural world and talk about the benefits of exercise. In the soft play room, children test their physical skills using the bouncy castle, ride-on toys, dark den, ball pool, hopscotch and climbing frame. Children are content and settled because their health, physical and dietary requirements are very well met.

Good quality interaction and well-organised routines help children to become secure and confident. Children learn to recognise and avoid possible danger through rehearsing the emergency evacuation procedure and talking about different safety issues such as using cutlery sensibly during mealtimes and cooking activities. Children receive warm and responsive care and respond well to boundaries. They are confident, extremely settled and show very high levels of confidence and self-esteem. All children enjoy good opportunities to enjoy their learning and achieve well, feel safe, learn to lead healthy lifestyles, make a positive contribution and develop their skills for the future.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	2
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	2

### 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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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