

Banana Moon Day Nursery

Inspection report for early years provision

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Inspector Karen Millerchip

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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.

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Description of the setting

Banana Moon Day Nursery, Grove Street, Leamington Spa has recently changed ownership and is now one of 51 nurseries owned and managed by the 'Co-operative childcare' group. As one of the newly acquired nurseries it will be undergoing a refurbishment and re-branding programme. The provision is registered on the Early Years register and the compulsory part of the Childcare register. It is registered to provide care for 140 children in the early years age range and children attend from three months to five years of age. Currently there are 157 children on roll with 41 children in receipt of nursery education funding. The provision receives support from the local authority.

The provision operates from a converted, two-story office building and children's base rooms are on both floors. The provision is completely accessible with the use of ramps and lifts. The provision is open from 7.30am to 6.30pm and children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The provision employs 22 full- and part-time staff, all of whom are qualified to level 2 or above. In addition bank staff are employed by the organisation to cover lunch breaks and staff absences. A full-time qualified chef is employed and supported by a kitchen assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and content at this welcoming and friendly nursery. They make good progress in their learning and development as a successful key person system ensures staff know children well. Risk assessments and organisation at mealtimes are mostly effective in promoting children's welfare. Practitioners demonstrate a positive attitude to inclusion; they have good partnerships with parents and carers and are developing relationships with other agencies. The provision has an improvement plan in place that clearly outlines key areas for development and shows a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure all risk assessments are implemented effectively
- review the organisation at mealtimes to ensure the individual needs of all children are met.

The effectiveness of leadership and management of the early years provision

This provision has recently had a change in ownership. The management team are newly formed as a group and are working together with practitioners to manage changes in a positive way. Safeguarding procedures are secure and practitioners are aware of the procedures to follow should they have any concerns about a child in their care. They have established clear management responsibilities in relation to child protection including relevant designated staff. All the required checks have been carried out to ensure practitioners are suitable to look after children and have appropriate experience and qualifications. On the whole, the setting takes the necessary steps to manage or eliminate risks to children by conducting a risk assessment of the premises. However, although practitioners are aware of the importance of keeping children safe, some risk assessments are not implemented effectively, which could impact on children's safety. This is with specific regard to naturally forming water in the garden and the accessibility to storage cupboards and the laundry area. Practitioners supervise the outdoor area at all times to ensure children's well-being.

Practitioners recognise the importance of working collaboratively with other agencies to ensure children get the support they need to help promote their development. There are currently no children who also attend another early years provision. However, the manager is clear about working in partnership with other settings, when the need arises, to support children's continuity of care and learning. Transition within the nursery is well planned and learning journals and children's individual care needs are shared during the changeover period. The setting promotes equality and diversity and all children are valued and respected. Children are supported in understanding differences and diversity through planned activities and the use of resources reflecting positive images of society.

Children are cared for in playrooms based on their age and stage of development. The good quality resources are used creatively to promote children's learning and development, they are organised to allow children to initiate their own play. Each room has access to the garden at set times on a daily basis. Children also have the opportunity to explore and investigate the 'soft play' area which is also spacious enough for indoor physical play. Although the staffing levels exceed the requirements and children are well supported for the majority of the time, the new systems being trialled at mealtimes does not effectively provide for the individual needs of children. Some children spend too long sitting at the table or waiting for their food to be given to them. This could impact on children's welfare.

Partnerships with parents are good. There is a regular exchange of information and daily discussions about children's care, well-being and activities. A range of useful documents are displayed in the entrance area, together with the setting's policies and procedures. A good level of information is gathered from parents during the induction process and enables practitioners to respond well to their care needs. Parents value the support provided by staff and one parent commented 'the staff have made a real difference to my child, they listen to me and to him to make sure he is well supported...they have turned my child around'. The organisation

have a clear view on how to drive improvement and staff are currently receiving increased support on an individual basis and as a team. This ensures they are able to share their views and are clear on the focus on raising standards. An improvement plan has been developed with achievable targets in realistic timeframes that will improve outcomes for children.

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

Children enjoy their time at nursery and are having lots of fun. They are making good progress in relation to their starting points because they are happy and secure and staff plan a wide range of experiences based on their individual needs and interests. Flexible planning is in place which means staff can be responsive to children's changing needs and interests. Staff carry out regular observations of the children as they play, and these are added to children's individual records with clear links to the individual child's stage of development and next steps in learning. Learning journals are in place and shared with parents to help extend learning into the home

Children have opportunities to access different areas of the nursery as well as their base room. They confidently move around the nursery, safely climbing the stairs to access the soft play area or dining room and to access the garden. Children are careful as they negotiate the stairs and gently remind each other 'not too push' and 'to go slowly'. In the garden children practise various skills such as, balancing, jumping, throwing, catching and playing counting games. Staff clearly recognise the importance of all the outcomes for children and how they impact on each other. Children excitedly pour water down a course made of natural materials and are competent at navigating the large climbing apparatus. The two-storey play house is a clear favourite as children spend long periods of time happily interacting, with practitioners and friends, as they use their imagination to develop games. Whilst in the garden children are reminded to adapt their play to keep safe, especially at times when the garden is busy.

Children are provided with a good range of meals and snacks which are healthy, balanced and nutritious. Individual dietary needs are identified and provided for with the use of different coloured bowls and plates to quickly identify alternative food. Children have individual water bottles which are kept within easy reach, to help them remain hydrated through the day.

Children are relaxed and confident in the nurturing care of staff; they are confident and developing good self-esteem because staff are attentive and value their contributions. Children develop good relationships with one another and their behaviour is very good. Babies are readily soothed by staff who provide comfort and reassurance which helps babies to feel safe and secure. Children explore their creativity through a good range of first hand experiences. They show great enthusiasm as they make the 'dough' using raw ingredients and explore vocabulary, such as cold and sticky, to describe how the dough feels. Babies enjoy a range of activities to promote all areas of learning, they confidently crawl through tunnels that have a flap at the end, hide in the tents, read familiar stories

with their key person and excitedly play in the low-level water tray. Children count with confidence and demonstrate good problem solving skills as they persevere in building with construction and blocks, play matching games that include shape, colour and number and identify the number of seats, cups and cutlery needed at mealtimes. Babies and toddlers develop co-ordination as they begin to feed themselves, and older children competently use cutlery at mealtimes. Overall, children thoroughly enjoy the activities available and make good progress in their development of skills that will support their future learning.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Met