

Banana Moon Day Nursery

5a Spencer Street, LEAMINGTON SPA, Warwickshire, CV31 3NE

Inspection date

Previous inspection date

10/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- There is an effective key person and buddy system in place that ensures children are well supported when they are new to the setting.
- Children have good access to a suitable range of resources, low shelving ensures they can independently self-select what they would like to play with.
- Outside agencies are used to help boys and girls gain skills in their physical development, for example they learn a range of skills introduced to them by a football coach.
- Staff have a suitable understanding of the revised Early Years Foundation Stage framework, including the progress check at aged two.
- Children in the pre-school room are generally effectively challenged, they enjoy their learning in a relaxed and calm environment.

It is not yet good because

- Staff do not work in partnership with other providers where children attend more than one setting, as a result children are not provided with continuity in their education or care.
- Children are not effectively encouraged to learn skills in their self-care, because staff are too quick to do things for them which prevents them from becoming independent.
- Systems used to keep parents informed about the meals provided for their children are

at times ineffective, because the menus which are displayed in the foyer are not consistent with the food that is offered.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in three play rooms and the outdoor area.
 - The inspector spoke with the staff at appropriate times throughout the day.
 - The inspector conducted joint observations with the nursery manager.
- The inspector looked at children's learning journeys, the settings action plan and
- self-evaluation document and a selection of policies, procedures and children's records.

Inspector

Hayley Lapworth

Full Report

Information about the setting

Banana Moon Day Nursery is part of a chain of nurseries run by Midcounties Co-operative Limited. The nursery is situated Leamington Spa, Warwickshire. The setting registered in 2012 and operates from a converted coach house near the centre of the town. Rooms are organised on the ground and first floor and there is a fully enclosed area available for outdoor play. The nursery serves the local and surrounding areas and has links with local

schools. The nursery opens Monday to Friday from 7.30am until 6.30pm, for 51 weeks of the year. Children are able to attend a variety of sessions. There are currently 55 children attending who are within the Early Years Foundation Stage.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. It provides funded early education for three- and four-year-olds. The nursery supports children who speak English as an additional language. The nursery employs 12 members of childcare staff, of whom 10 hold appropriate early years qualifications and two others are working towards a qualification. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there is a regular two-way flow of information between providers where children attend more than one setting.

To further improve the quality of the early years provision the provider should:

- make sure that information provided to parents in relation to meals reflects actual practice
- provide all children with opportunities to develop skills in their own self-care, for example, by learning to wipe their own noses and dry their own hands

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff working directly with the children have some knowledge of the revised framework, including the introduction of the progress check at aged two and the prime and specific areas of learning. All children have good access to the toys and resources that are on offer. They make their own decisions about what they would like to play and self-select from low-level shelving. They enjoy a suitable variety of activities across the seven areas of learning which are both adult-led and child-initiated.

Older children engage in activities supported by staff where they learn the names of a range of shapes, such as square, rectangle and half-circle. They compare shapes and talk about the differences between them. They confidently count in numerical order and use wooden shapes to create towers and buildings. Pre-school children also enjoy being creative, for example they make pancakes out of pink play dough. They take a real pride in their creations and present them as gifts to the staff announcing, 'I have made you a decorated pancake'.

Children's physical development is effectively promoted. On a daily basis they spend time playing on equipment outdoors, such as climbing on the wooden climbing frame. Once a week they have opportunities to learn football skills. They learn how to do a 'scarecrow' where they put one foot on a football, whilst balancing on the other leg, holding out their arms to keep themselves steady.

Younger children are also encouraged to be creative. They enjoy playing in trays of coloured corn flour and water and paint pictures using chunky paint brushes. Children are gaining some skills in meeting their own needs. For example, they are encouraged to access their own drinks when they are thirsty. However, at other times staff do not provide them with opportunities to gain skills in becoming independent. They do not encourage children to wipe their own noses, or dry their own hands, they simply do it for them. Consequently, this restricts their development.

Each child has an individual learning journey which contains photographs of them experiencing a range of activities. There are suitable systems in place to monitor and track the children's learning. Their key workers observe them in their play and make assessments about what they can do and where they may need additional support. Children's next steps in their learning journey are then used to inform future planning.

The contribution of the early years provision to the well-being of children

Children who are new to this setting or less confident in their surroundings are effectively supported by staff they are familiar with. Time is spent with parents at the onset of care to find out about children's individual care and routines. Staff know the children's likes and dislikes and when they need their comforters that they bring in from home, for example a dummy or a cuddly toy. Staff share generally warm relationships with the children, they communicate with them at their level and show affection at appropriate times throughout the day. Some children enjoy sitting with a member of staff for a cuddle when they awake from sleeping.

Children are encouraged to develop a healthy lifestyle. The meals on offer take into account young children's nutritional needs and are enjoyed by the children. They readily tuck into meals such as turkey chilli and white rice, followed by fresh fruit for dessert. However, parents are not always fully informed because the menus displayed for parents to refer to do not always show correct information. Children have regular opportunities to access fresh air and exercise because staff have recently focussed on providing a free flow of activities from the indoors to the outdoor play area.

Most children behave generally well and their confidence and self-esteem is suitably promoted. They receive warm praise from the staff in recognition of their achievements. For example, they are praised for carrying their plates of food to the table and pouring milk from a full milk carton. Children make friends with one another and enjoy spending time with their peers. They are encouraged to share, be kind and show respect for one

another. For example, staff intervene and help them to take turns when they quibble over the most popular toys.

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

There is some capacity to improve outcomes for children and their families. The management team have recently identified areas of staff practice that require improvement. They have also identified where improvements are needed to ensure better use of the space they have available. For example, there is a planned refurbishment due to start in the next few weeks. Parents are beginning to be involved in the self-evaluation process. There is a focus group presently being set up to further engage parents into the life of the setting. The management and staff team have a positive attitude towards inclusion and are committed to treating children and their families with equal concern.

The staff team have suitable understanding of the safeguarding and welfare requirements and children's safety is generally well promoted. Staff are encouraged to attend training to enhance their knowledge and understanding on matters such as child protection, food hygiene and first aid. All staff are checked and cleared through appropriate vetting procedures. There are secure arrangements in place to ensure staff who are not cleared are not left unsupervised.

Overall, relationships with parents and carers are secure. On a daily basis staff share information about the activities the children have been involved in and keep parents updated with changes in their children's development. For example, parents are invited to attend six monthly meetings to discuss the progress their children have made and where they may need additional support. Parents speak positively about the service, they share that the manager and children's key workers are always friendly and approachable. They also share that staff are interested and keen to find out about the language children use at home. Secure arrangements have been established to work alongside other professionals, which means that children with special educational needs and/or disabilities can be fully included. However, partnerships with other providers where children attend more than one setting have not been developed. This potentially impacts upon the consistency provided in both their education and care.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY444224
Local authority	Warwickshire
Inspection number	785565
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	55 - 0
Total number of places	58
Number of children on roll	55
Name of provider	The Midcounties Co-Operative Limited
Date of previous inspection	Not applicable
Telephone number	01926 470895

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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