

Banana Moon Day Nursery

Pinnacle House, 166 Gloucester Road North, Patchway, Bristol, BS34 5BG

Inspection date

Previous inspection date

15/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The good keyworker system effectively supports children's personal, social and emotional development so that they feel secure and confident.
- Staff give children's health and safety high priority, while enabling children to become independent.
- Through good planning and assessments staff provide a stimulating environment, which promotes all areas of children's development well.
- Staff use sign and children's first language to provide good inclusive support for their communication and language development.

It is not yet outstanding because

- Staff do not always make full use of activities to encourage children to solve problems and think critically.
- Staff do not use all experiences during daily routines to extend older children's literacy development.

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 two playrooms and the outdoor learning environment.
- The inspector held a meeting with the manager of the provision and had discussions with the directors and representative from head office.
- The inspector looked at planning documentation and children's assessment records.
- The inspector checked safeguarding records, staff suitability and sample policies and procedures.
- The inspector took account of the provider's self-evaluation form and parents' survey, as well as gaining the views of parents spoken to on the day.

Inspector

Elaine Douglas

Full Report

Information about the setting

Banana Moon Nursery is a privately owned and run franchise of Lear & Co Limited. Two directors on site own the franchise. The nursery opened in 2012 and operates from a converted building, which consists of six playrooms, a sleep room, two offices and a kitchen. There are toilet facilities on each floor. Children have access to a secure enclosed outdoor play area, divided for different age ranges. The nursery is situated in Patchway on

the outskirts of Bristol. It is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register only. There are currently 32 children on roll from three months to 5 years. The manager holds a level 3 early years qualification and a degree in education, she is working towards Early Years Professional Status. There are five other members of staff, four of whom hold an early years qualification at level 3 and one hold a level 2. The nursery receives funding to provide free early education to children aged two, three and four years. The nursery supports children who are learning English as an additional language.

What the setting needs to do to improve further

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

- increase staff awareness of promoting children's critical thinking by: a) supporting children in developing strategies for problem solving; b) role modelling thinking of ways to do things
- improve the programme for literacy development by supporting older children in writing their names and linking sounds and letters, in everyday routines and activities.

Inspection judgements

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

Overall, each key person has a good awareness of children's individual learning needs, including those learning English as an additional language, because they obtain good information on children's initial starting points at entry to the nursery. They make regular, good quality observations and track children's progress. This means staff plan effectively to promote each child's development across all areas of learning. Staff involve parents in their children's learning and review their development every three months, providing parents with written and verbal feedback.

Children are confident communicators. Staff support babies by using sign and visual aids and have key words in children's first language. Older children initiate conversations and listen to what others say. For example, two children construct a train track talking through what they are doing and negotiating how to do it. Outside, staff encourage children to use descriptive words, for example, 'squelch, squelch' as they walk through mud in their boots. Staff extend children's imagination through using puppets to tell stories and explore vocabulary. Staff are implementing regular games and activities to promote children's

awareness of letters and sounds but do not fully use daily routines, such as self-registration or writing children's names, to enhance their development in literacy. All children have daily access to the outdoors, older children climb with confidence and display good coordination. They use magnifying glasses to look for bugs and describe what they have found. Young children squeal with delight, as they play peek-a-boo with staff through the playhouse window.

Children eagerly access a good range of age appropriate activities and resources, learning through exploring. For example, babies shuffle or crawl to grasp toys that fascinate them. They press buttons to operate lights and sounds, and staff engage them in playful interaction, encouraging their willingness to learn. Well-maintained equipment meets the needs of the wide range of abilities, such as bouncers, walkers, high chairs and cots. Staff display photographs depicting children's first day at nursery and track their use of the environment to see what interests them. This enables staff to ensure they plan an effective learning environment both indoors and outdoors, which motivates children and sparks their imagination to initiate their own ideas.

Children develop good mathematical skills and vocabulary because staff support them throughout activities and routines. For example, they count food groups and talk about shapes and sizes during meals. They count while playing hide-and-seek and staff encourage them to say how many skittles they have knocked down and how many are remaining. Staff make generally good use of child initiated activities. For example, children enjoy finding natural resources in the garden and staff provide a container to put them in and suggest making a collage later. However, they do not always follow these through fully to promote children's critical thinking. For example, one child collects stones and staff ask them if they think they would stick to paper but when creating the collage they do not try it to see if they were correct. While making dens the material cover will not stay in place and staff fix it without getting children to suggest ways of solving the problem. Parents comment on their children becoming more confident, behaving better and displaying increasing concentration, since starting at the nursery. This demonstrates that children are developing appropriate skills and attitudes in preparation for school.

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

Staff have a good awareness of the importance of attachments in relationships and prepare children well for their next stages of learning. They implement a good key person and buddy system, so that all children have their own special person in the nursery who knows them really well. Consequently, children soon settle and are confident and happy. The key person works closely with parents to ensure they meet children's care needs and support their independence. For example, parents comment on their children quickly learning to use the potty through very good help and support from staff. Children behave well, show concern when others are upset, and develop a good awareness of routines and expectations. They help to tidy up and young children find their personal items. All children have a tray to keep their things in, which gives them a sense of belonging. Children develop good independence, removing their boots after being outside and putting them into the container. They attempt putting on their own shoes and are confident to

seek support when needed. Children serve their own lunch and pour themselves a drink. Good strategies in the baby room concentrate on supporting children's key areas of learning.

Children gain a good awareness of healthy and safe lifestyle through daily routines and activities. For example, one young child opens their mouth to demonstrate what they have to do when their key person talks to them about going to the dentist. Children wash their hands before eating and after using the toilet or having their nappy changed. Staff provide very good role models wearing aprons and gloves to serve food or carry out personal care. Staff keep the premises and equipment clean to protect children's health. Children enjoy a range of freshly cooked nutritious meals and have regular drinks. Staff encourage older children to assess risks. For example, while children are collecting leaves they point out that some may have prickles, which may hurt. Children know to go up the slide one at a time and hold onto the rail. Babies move around safely and staff provide very good supervision to enable development. For example, one young child is very pleased as they gain confidence in taking steps towards their key person.

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

The manager and directors have a good awareness of their responsibilities to meet the requirements of the statutory framework for the Early Years Foundation Stage. The manager checks all the reviews of children's learning and development so that she can monitor children's progress and ensure staff identify any gaps. All staff receive an extensive induction programme and regular supervision to ensure they understand their roles and responsibilities. The managers have a policy to review staff suitability annually to safeguard children.

Staff effectively implement the extensive policies and procedures and give children's safety the highest priority. They carry out daily checks and good risk assessments to ensure they maintain all safeguarding equipment in good condition. They deploy themselves well so that children remain supervised and receive good support. For example, they stand by the large climbing frame to challenge children's physical development while keeping them safe. Excellent procedures and equipment ensure the premises remain secure. Staff have a good awareness of child protection procedures because they attend training and good documentation provides further guidance. All required documentation is in place, organised well and stored confidentially, to protect children's welfare.

Good systems enable the management team to ensure continuous improvements. Staff regularly evaluate different areas of the provision, such as the meals they provide, and seek children's feedback. Parents' questionnaires seek their views and staff implement good actions to meet the needs of their users, such as involving children in fund raising for others and having information available on staff. Head office staff carry out quality assurance audits and staff use an on-line forum to share good practice. While the numbers of children on roll are increasing, the manager supports the good ratios, providing a good role model and mentoring less experienced staff. Two staff hold first aid

qualifications and there is an action plan to increase this. Personal development is appropriate to staff roles, such as Special Education Needs Coordinator (SENCo), in order to benefit the children and support staff.

Staff build good partnerships with parents, other providers and professionals to support children's welfare and development. They use communication books to liaise with other providers sharing care of children. The area SENCo provides support and information on signing for babies and supporting children learning English as an additional language. Parents receive good information on the provision and their children's development. They receive regular newsletters, and the written policies and procedures are available daily.

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	EY442642
Local authority	South Gloucestershire
Inspection number	810821
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	65
Number of children on roll	32
Name of provider	Lear & Co Limited
Date of previous inspection	Not applicable
Telephone number	07549266510

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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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