

# Banana Moon Day Nursery

Wilmot Street, HEANOR, Derbyshire, DE75 7EF

## Inspection date

Previous inspection date

19/03/2013

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

- Children make sound attachments and relationships with the staff because of the excellent settling-in process at the nursery. As a result, they settle quickly into the nursery's routine and become keen learners.
- Staff provide a well-resourced and welcoming environment, indoors to support children's all-round development and emotional well-being.
- Staff have established sound partnerships with parents and others, which makes a significant contribution to children's individual care, learning and development.

### It is not yet good because

- The premises are not always made secure enough to ensure the overall safety of the children at all times.
- Staff do not effectively use the observations and assessments of all children to identify their next steps or provide challenging individual opportunities for them. As a result, they are not fully able to complete accurately the 'Early Years Foundation Stage progress check at age two' or identify gaps in children's learning to enable them to make the best progress.
- Younger children do not always have access to the outside environment to help develop their physical skills and explore the natural world.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector held discussions with management and spoke to the staff, children and parents.
- The inspector observed free play, focused activities, outside play for older early years children and meal times.
- The inspector held a joint observation with the manager of the nursery.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's documentation and policies and procedures.

## **Inspector**

Janice Hughes

## Full Report

### Information about the setting

Banana Moon Day Nursery opened in 2012 and is registered on the Early Years Register. It is privately owned and is one of several nurseries within the Banana Moon Day Nursery group. The nursery operates from purpose-built premises in Heanor, in Derbyshire. The nursery opens Monday to Friday from 7.30am to 6.30pm all year round, apart from a week at Christmas and bank holidays. All children share access to an enclosed outdoor play area.

There are currently 34 children on roll, all of whom are within the early years age group. The nursery employs five childcare staff, all of whom hold an appropriate early years National Vocational Qualification at Level 3. The setting provides funded early education for two-, three- and four-year-olds.

### What the setting needs to do to improve further

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

- ensure the premises are secure at all times; paying particular attention to the outside gate of the nursery, so that children are constantly safe
- ensure staff use the observations of children to identify their next steps in learning and to provide individual challenging opportunities and experiences. Make assessment procedures robust enough for all children in order to accurately complete the 'Early Years Foundation Stage progress check at age two' and identify gaps in children's learning to enable them to make good progress.

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

- develop further the outside environment for younger children and improve the frequency of when they can use this area, in order to increase their physical skills and knowledge of the natural world.

## Inspection judgements

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

Staff have a sound knowledge of the Statutory Framework for the Early Years Foundation Stage learning and assessment requirements. They obtain relevant information from parents about their children's likes, dislikes and capabilities. They use this information

generally well to provide the 'starting points' for children when they start at the nursery. As a result, staff provide children with opportunities to follow their interests, resulting in children settling quickly into the nursery. Staff observe and assess children while they play and track the children's achievements suitably. However, they do not always use these observations effectively to identify all children's next steps regularly enough. Furthermore, they are not always providing individual challenging activities for all children. As a result, staff are not fully able to identify any gaps in their learning quickly enough or to accurately complete the 'Early Years Foundation Stage progress check at age two'. Consequently, children's progress is satisfactory rather than good.

Staff create a warm and welcoming environment and understand that children learn best through play and provide appropriate activities to aid their learning. Staff foster children's communication and language skills generally well and provide experiences to extend these skills. They ask older early years children questions that encourage them to think, such as 'what if?' and 'can you tell me?' and hold purposeful conversations. One example, of this is when children play with the construction bricks and make cars. A staff member asks the children, 'can you tell me how many wheels you need to make your car?'. Children respond by counting and telling her 'four'. She moves this forward by encouraging the children to find the wheels and holds a conversation about their parents' car. As a result, the children are demonstrating characteristics of effective learners because they are finding ways to solve problems and engaging in an open-ended activity. Staff promote communication and language with younger children and babies by constantly talking to them about what they are doing, introducing new words and providing facial gestures.

Babies and toddlers develop their small and large physical skills indoors as they access a dedicated play space and have toys accessible to them, such as, push-along and stacking toys. They handle puzzle pieces adequately and have opportunities to develop early movement skills as they smear and investigate 'shaving foam'. Babies and younger children sit and feel the foam, they let it fall through their fingers and show delight as they make marks and patterns using their fingers. Staff extend this generally well by demonstrating drawing and patterns for the children to see. Opportunities like these, also enable children to express their feelings and explore different materials. Older early years children develop their physical skills well as they have daily opportunities to venture outside. Here, they climb, balance on logs and use sit-and-ride toys skilfully. They enjoy sitting in dens and are exploring the sensory area in the garden, resulting in children having first hand experiences to observe plants, natural objects and recognise changes in the environment. However, in contrast younger children do not always have the opportunity to use the outside environment to develop their large physical skills or to give them experiences to investigate the natural world. All children have opportunities to develop their technology sufficiently. For example, younger children use cause and effect toys appropriately by pressing buttons, lifting flaps and watching toys flash on and off. Older early years children use the computer and play mathematical games, such as sorting and matching objects. These activities help children to develop skills for their future learning.

Staff promote children's mathematical skills adequately. Both older early years and younger children have opportunities to count while they play and use mathematical language, such as 'bigger' while they build towers. Staff plan activities and provide toys to

help children learn about shape, space and measurements. For example, children use different sized blocks in the construction area to build. This helps them to compare the sizes and shapes of the blocks and to problem solve. Children enjoy using books and have opportunities to freely access these from inviting cosy areas. They sit and turn pages carefully and talk about the pictures they can see. Staff expand these opportunities generally well and read stories using props and puppets. Children listen, concentrate and participate as they join in and predict the end of the story. This is developed further as children sing popular rhyming songs. These activities help children's literacy skills appropriately and begin to enhance necessary skills in readiness for school.

Parents are involved in their children's learning and staff provide opportunities for parents to extend their children's learning at home. For example, they have opportunities to look at their children's learning records, which contain photographs and observations of their children taking part in activities. This shows parents what their children have been doing while at nursery and enables them to further support their learning at home.

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

Children are happy and contented in this friendly nursery. They form sound attachments and relationships with staff. Children separate from their parents with ease and quickly become engaged in their play. Key worker systems are in place and appropriately help provide for children's individual care needs. Babies' routines are discussed with parents when the child starts and at regular intervals to help staff to ensure their changing needs are met. Staff provide babies with lots of cuddles and physical contact, and as a result, they quickly feel safe, develop confidence and feel secure. Children throughout the nursery are supported when they transfer to new rooms because staff handle transitions carefully and sensitively. This ensures children do not lose confidence when in a new environment. This is further enhanced to help children move from one setting to another and an appropriate system is in place, where children's achievements and personalities are passed on to provide continuity of care.

The nursery provides a variety of play resources to support children's all-round development. These are easily accessible and help children to gain independence as they choose what and where they play. Children behave well and form positive relationships with each other and staff. They are learning to share, take turns and interact well together. Children understand what is expected of them and become confident. Displays of children's work and photographic evidence of their achievements provide the children with a sense of belonging, which helps to build upon their self-esteem.

Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and there are thorough records of accidents and any medication administered. The nursery provides healthy and nutritious meals and snacks and children benefit from the carefully balanced menu offered. The lunch times are relaxed and children are developing self-help skills as the older early years children help serve their food for themselves and are using utensils well. Babies are encouraged to feed themselves and use spoons independently. Children take part in a range of physical

activities both indoors and outdoors. This supports children's understanding of the importance of regular exercise and a healthy lifestyle. Children develop an appropriate understanding of safety through daily routines. For example, they know the nursery rules and are encouraged to tidy after themselves. They participate in regular fire drills and staff use these occasions to discuss why certain routines are followed in order to fully support children's understanding of how to keep safe.

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

Management has a suitable understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The recruitment and vetting procedures at the nursery are generally good and this ensures the staff are suitable to work with children. All staff are aware of the procedures for dealing with child protection concerns. A range of policies and procedures are in place and documentation and records are complete to help ensure children's health needs are sufficiently well met. All staff take responsibility and use risk assessments to help maintain children's health and safety in each room, as well as outside. However, the outside gate to the nursery is not always secure. As a result, the premises are not secure from intruders and children's safety may be compromised. The nursery operates a 'closed circuit television' security system (CCTV) which identifies anyone who enters the premises and staff are vigilant to keep the children safe. However, because the nursery premises are not secure at all times, this means that the safeguarding requirements of the Statutory Framework for the Early Years Foundation Stage are not fully met.

A suitable self-evaluation of the nursery is in place, in order to identify priorities for development and improve the quality of care for children. Management are suitably aware of the nursery's strengths and areas in need of further development. For example, they have identified the need to improve the outside area for all children. They understand the importance of enhancing staff skills to ensure all children make good progress during their time at the nursery in order to prepare them well for their future education. Staff supervisions and appraisals provide support and training for staff to help improve the activities they provide for children. Adequate systems for monitoring and evaluating nursery practice are in place; these are in their early stages. However, management have identified the need to monitor the children's achievements more frequently. They are using the 'Development Matters in the Early Years Foundation Stage' as a guide to help assess the children's achievements. As a result, they have found that the children are progressing appropriately within the expected bands for their age and stage of development.

Partnerships with parents and carers are appropriate. Parents can feed back to the setting any concerns they have, either verbally, or through one-to-one meetings with the management. There is a range of useful information made accessible to parents, in the entrance to the nursery ensuring that they are well informed. In addition, written daily feedback is shared with them about their child's day, relating to what they have done during each session. This ensures parents are aware of their child's day and helps to

promote continuity in care. Systems are in place to liaise with other providers the children may attend, to ensure information is shared about their learning. The manager also understands the importance of liaising with other professionals, such as the local authority improvement officer.

## 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 action. 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

<b>Unique reference number</b>	EY451959
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	883765
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Alpha Childcare Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07989 198194

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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, which are usually the childminder's 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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