

Go Bananas

GO Bananas Play Co Ltd, 9-10 Cowdray Centre, Mason Road, COLCHESTER, CO1 1BX

Inspection date

Previous inspection date

26/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is compromised because they are not adequately supervised in the play centre and toilets, risks are not identified or addressed fully and policies to safeguard children from inappropriate use of cameras and mobile telephones are not effective.
- The managers do not have sufficient training, knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage requirements or their roles and responsibilities.
- Self-evaluation and monitoring of the provision is weak and does not identify unsafe practices or foster a supportive environment to lead the improvements needed.
- Staff do not work in partnership with the schools that the children attend, limiting opportunities to complement and extend their learning.

It has the following strengths

- Children enjoy their time at the club and are able to form warm relationships with caring staff.
- Staff promote children's understanding and acceptance of a range of cultures and beliefs through lively discussions and activities.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the downstairs play centre area and the after school club rooms upstairs.
- The inspector held meetings with the manager of the provision, the owner, spoke to staff and interacted with the children.
The inspector looked at planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day of inspection and information included in the self-evaluation documents.

Inspector
Moirra Oliver

Full Report

Information about the setting

Go Bananas was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four upstairs rooms in the Go Bananas play centre in Colchester, Essex and is privately managed. The children have daily access to the downstairs play centre. The club serves the local area. The after school club employs three members of childcare staff, all of whom hold appropriate early years qualifications to at least level 3.

The club opens Monday to Friday during term times. Sessions are from 3pm until 6.30pm and children attend for a variety of sessions. There are currently two children attending who are within the early years age group. The after school club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure that children are adequately supervised at all times and always within sight or hearing of staff; this refers to when children are in the play centre and the toilets
- ensure that the premises are safe and secure and implement an effective procedure to ensure hazards are addressed and faulty equipment is made safe; this refers to the security keypad on the main door and electrical sockets
- ensure that the policy to safeguard children from inappropriate use of mobile telephones and cameras is fully effective; this includes times when children are in the play centre and toilets
- ensure that managers have the required training, skills, knowledge and a clear understanding of their roles and responsibilities
- work in partnership with the schools that the children attend in order to complement and extend children's learning.

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

- foster a culture of continuous improvement to obtain a clear view of what the setting needs to do to develop and to bring about improvements for children.

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

Although the children enjoy their time at the club and take part in a range of fun activities, the lack of partnership working with the schools that the children attend means that staff do not have the required information to complement and extend children's learning further.

Children have many opportunities for physical play in the downstairs play centre. Staff count the seconds to time the children as they run around the perimeter and they enjoy competing to get the quickest time score, helping children to learn about time and numbers. They roll on large balls, improving their balance and climb netting to reach the next level. Staff promote children's communication and language skills as they provide opportunities for children to share their news and interests. Children respectfully listen when others are talking and ask each other questions, taking an active interest. Staff are

learning to use sign language and teach all the children the signs they have learnt, providing additional ways to communicate, ensuring all children are included. Children are quick to engage staff in conversations and mealtimes provide valuable opportunities for discussions on religion and beliefs, promoting children's acceptance and understanding of others. The staff take opportunities, such as national fundraising events, to help the children to gain a greater knowledge of how people live in other countries. They access information and resource packs from the internet to stimulate the children's interests. The children are able to tell other adults about how a Kenyan child lives, what her house is like, how she collects water, what she eats and what her school is like.

Children take part in creative activities, such as painting, gluing and drawing. Festivals and celebrations throughout the year provide additional opportunities to make cards and to take part in cooking activities. For example, children mix melted chocolate and cereal to make nests to put small Easter eggs in.

Staff get involved in the children's play and ask questions, encouraging the children to think. They provide a suitable range of activities, including books, board games, construction and craft. They ask the children what they enjoy doing and plan activities around their interests. The staff hold discussions with parents when the child first starts to find out what the children enjoy so they can provide appropriate activities for them. They also have discussions with the parents who collect their children, informing them of what they have been doing that day.

The staff attended recent training which highlighted the benefits of observing children's play and assessment; as a result staff are developing this area. For example, they have devised a sheet of questions for the child and their parent to complete when they first start to help them to know their starting points, abilities and interests. Large scrap books have been purchased to be used to record observations of individual children to support staff in planning activities and play experiences.

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

Children are not supported effectively to learn how to keep themselves safe because they develop a false sense of security while at the club. For example, they are not adequately supervised in the play centre area which is shared and used by members of the public with their children. Staff deployment is not effective as there are times when both play workers are in the upstairs area leaving some after school club children downstairs with no suitable adult supervision. Children routinely use the play centre toilets, which are also open to members of the public, unsupervised by staff, compromising the children's safety further.

Children are happy to attend and confident within the setting. Parents are encouraged to attend with their children for the initial visit to support their child to settle and feel comfortable within the club. The children form bonds with the staff and especially their key person, contributing to their emotional well-being. For example, they excitedly come to their key person for cuddles and to show them what they can do on the large slide. Strong friendships develop with their peers and older children help the younger ones,

showing them where to access the drinks and snacks and helping them on the play equipment when needed.

Children are supported to behave well because staff use calm, age-appropriate explanations and provide opportunities for children to be quiet and calm when necessary. They learn to treat each other with kindness and respect as they are encouraged to listen to one another. Children are able to practise their independence skills and be responsible for their own and the club's items. For example, they hang up their own coats, fold up and store the tabards and help to tidy up the activities after use.

Children's health is suitably supported as they are offered a balanced diet which includes a variety of healthy foods. For example, they have fruit with their snack and eat wraps, jacket potatoes and pasta with a range of healthy fillings for tea. The club does not have an outdoor area for them to play in the fresh air, however physical skills are promoted well in the indoor play centre.

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

Staff fail to identify the risk to children when they take some children upstairs to hang up their coats and the remaining children are left unsupervised in the play centre. They also fail to identify the risk when children routinely use the toilets unsupervised which are open to members of the public, which compromises their safety further. Risk assessments do not identify faulty or missing safety equipment, such as the door keypad and electrical sockets, and as a result, the upstairs room in which the children are cared for is not safe or secure.

The safeguarding officer has the required training and understanding to enable him to deal with concerns effectively. The staff are informed of the safeguarding policy and procedures and have a suitable understanding of the action they should take should they be concerned for a child's welfare. However, the policy for safeguarding children from inappropriate use of cameras and mobile telephones is not fully effective. Although, the staff do not use their personal mobile telephones when working with the children and secure them in another room, members of the public are able to take unlimited and unsupervised photographs of children when using the shared play centre and toilets. If a parent is seen using a camera in the play centre the staff remind them that they are only allowed to take photographs of their own children. However, the play centre does not have its own written policy or written reminder in the rules, so this relies on adequate staff supervision and on staff noticing parents using cameras or mobile telephones, in order to minimise risks to children.

Staff receive regular supervision meetings and the appraisal system supports staff to develop in areas that interest them, for example, learning sign language. All staff have up to date first aid qualifications and there is always a member of staff on duty who is trained in safeguarding. However, the monitoring of the provision is weak and fails to identify areas of inadequate practice, such as supervision of the children and other risks. Managers lack the training, skills, knowledge and understanding needed to fulfil the learning and

development and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Documentation is disorganised and not easily accessible and managers are not aware of all their responsibilities, for example, in relation to information to be reported to Ofsted.

The club works in suitable partnership with parents and they report that their children enjoy attending and especially love the physical and creative play activities. Parents find the staff to be friendly and approachable and comment positively about the bonds their children have made with them. The staff are developing an understanding of working in partnership with others but this is not yet effective.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children are kept safe from harm (compulsory part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to children (compulsory part of the Childcare Register)
- ensure that children are kept safe from harm (voluntary part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to children. (voluntary part of the Childcare Register)

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

Unique reference number	EY454773
Local authority	Essex
Inspection number	887857
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	16
Number of children on roll	18
Name of provider	Go Bananas Play Company (2004) Limited
Date of previous inspection	not applicable
Telephone number	01206761762

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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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