

# Banana Moon Day Nursery

Oakslade, Station Road, Hatton, WARWICK, CV35 7LH

## Inspection date

Previous inspection date

22/07/2013

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

- Children enjoy learning and make good progress. They are effectively supported by staff, who plan and organise rewarding activities. These, in the main, reflect children's interests and next steps, accurately identified by staff as a result of their good information sharing with parents and robust observations and assessments.
- Babies and children settle and thrive in welcoming, stimulating surroundings. They become increasingly confident and self-assured in response to the staff's attentive support and encouragement.
- The provider and manager are highly committed to ensuring families and children access good quality nursery provision. Their thorough monitoring, evaluation and action planning and effective staff performance arrangements ensure weaknesses are promptly identified and sustainable improvements are made.

### It is not yet outstanding because

- While staff accurately assess children's skills and understanding in mathematics there is scope to improve planning to more sharply focus on the specific mathematical skills they want children to develop next.
- There is scope to extend the range of activities and experiences in order to enhance children's learning outdoors.

## 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 observed activities in the baby and pre-school rooms and conducted a joint observation with the manager.
- The inspector held meetings with the provider, manager of the nursery and an Early Years Professional from the franchise's head office.
- The inspector spoke to staff and children during the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector discussed the provider's monitoring and evaluation procedures and improvement plan.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day.
- During the inspection the inspector was accompanied by a Quality Assurance Manager from Ofsted who was conducting a routine quality assurance visit.

## Inspector

Rachel Wyatt

## Full Report

### Information about the setting

Banana Moon Day Nursery in Hatton was registered in 2013 on the Early Years Register and is part of a nursery franchise organisation. The nursery is privately owned and managed. The nursery operates from a converted barn set in six acres of farm land in the rural village of Hatton near Warwick, close to transport links. There are four base rooms and associated facilities located on the ground and first floors. The nursery serves the local area and is accessible to all children. There are stairs to the first floor areas. There is a large enclosed paddock available for outdoor play.

There are currently four members of staff. Of these, three have early years qualifications to level 3. The nursery opens Monday to Friday for 51 weeks in the year, closing for bank holidays and a week at Christmas. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 19 children on roll who are within the early years age range. The nursery provides funded early education for three- and four-year-old children.

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

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

- improve planning for mathematics to more sharply focus on children's individual needs regarding numbers, shape, space and measure
- extend the range of activities and experiences to enhance children's learning outdoors.

## Inspection judgements

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

Babies and children enjoy being at nursery. They are keen to join in the rewarding activities which the staff plan and organise. Good information sharing with parents, and robust observations and assessments, ensure staff have a sound understanding of each child's characteristics, abilities and levels of understanding. They skilfully ensure their planning reflects babies' and children's interests, abilities and next steps. Staff interact well with babies and children and confidently promote their interest, concentration and purposeful learning. There is rigorous monitoring of children's progress so that gaps in children's learning are promptly identified and followed up in planning. However, there is scope to make planning for mathematics more sharply focussed on individual children's

learning needs with regard to numbers, shape, space and measure.

Babies and children make good progress. Staff help them to be active, effective learners and to develop the skills and aptitudes needed for their future learning, including going to school. Staff encourage children to take the lead in their play and learning. For instance low-level storage provided throughout the nursery enables babies and children to easily help themselves to a good selection of books, toys and resources. In the pre-school, three-year-olds choose which books and wheeled toys they are going to take outside. Staff successfully promote and build on babies' and children's concentration. For example, babies are captivated by a selection of toys with different flaps, buttons and dials which they busily lift, press and turn. Young toddlers concentrate well while they explore thick paint using brushes, sponges and their hands.

Staff confidently promote babies' and children's communication skills. They chat easily to babies, ably interpreting and reinforcing the sounds and gestures they make with appropriate words. Pre-school children are confident and articulate speakers. They use language imaginatively during small world play and use descriptive words when they talk about what they are doing or what they see. They comment on different feelings, likes and dislikes. Staff show interest in what children are saying and use new vocabulary to help them expand on what they are saying. For example, the manager responds to a child's comments about the 'grass' in the water under the fountain, and the water coming from the fountain. She tells the children about reeds and lilies, and compares the flow of water from the fountain to the water that they have just poured from a jug into their cups. Babies and children enjoy a good selection of books and stories, and staff often use these to build on themes in children's play. For instance, babies and toddlers enjoy easy to handle books featuring different textures. Children in the pre-school listen to a story about a visit to the doctor which they chose following their earlier role play as doctors treating a 'poorly' member of staff.

Staff ably plan for and promote children's physical development. Babies and children have regular outside play in the spacious paddock and often go on walks. Babies are effectively supported in developing control, stamina and balance as they move to crawling, standing and then walking. Older children have a good selection of wheeled toys to choose from and are helped to develop control in balancing and climbing.

Parents are encouraged to actively contribute to their children's learning at nursery. When children start, their parents' comments about their backgrounds, characteristics and abilities help the staff to accurately assess and plan for their starting points. Parents are asked to tell staff about their children's achievements at home so these can be followed up at nursery. They appreciate having consistent feedback about their child's activities and progress, including regular written assessments of their child's development in the prime areas of learning.

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

Babies and children are nurtured and thrive. Staff are well-informed by parents about their child's care, health and dietary needs, and carefully follow these up at nursery. The provider, manager and staff also ensure babies and children settle quickly. They are calm, kind and attentive, gently reassuring babies and children so they soon form secure attachments and adapt to their new surroundings. Parents say how much they appreciate the staff's reassuring feedback about their children's responses and activities during settling-in visits.

Staff confidently promote other aspects of children's social and emotional well-being. They create an inviting and child-friendly environment where babies and children feel comfortable. They give them good support and encouragement to mix and play together. Well-organised snack and mealtimes provide opportunities for babies and children to sit together, to relax and enjoy each other's company. Staff are positive role models, fostering children's sharing, turn taking and being kind and helpful. Children show an awareness of other's feelings and how to manage their own reactions and behaviour with increasing control.

Staff prepare children well for moving within the nursery or on to school. They work with colleagues and parents to help children moving within the nursery to get to know and spend time with the children and staff in their new rooms. In readiness for school, staff promote children's independence in making choices and managing different aspects of their self-care. For instance in pre-school, children help staff to plan outdoor play and serve their own food and drinks at mealtimes.

Babies and children are looked after in safe, secure, clean and comfortable surroundings. Staff effectively help them to understand about the importance of being healthy and keeping safe. For instance, three-year-olds confidently describe some foods that are good for them, and what they particularly like to eat. They follow good hand washing routines and become increasingly independent in managing other aspects of their self-care such as going to the toilet unaided. Babies and children have plenty of fresh air and exercise, enjoying the space and different areas of the large paddock. Older children use wheeled toys and different equipment for balancing and climbing. There is, however, potential to extend the range of equipment and resources provided outside in order to further promote all aspects of children's learning outdoors. High priority is given to ensuring children's safety. They are effectively supervised and staff carefully check the security and safety of the premises and equipment they use. Children are encouraged to behave safely and sensibly as they move around the building and use toys and equipment. They are encouraged to look after and to help to tidy away toys.

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

The provider and manager have established an effective staff team, who fully understand their roles and responsibilities. Good supervision and staff development arrangements ensure all adults working with children receive appropriate support, coaching and training to build on their knowledge and skills. The provider, manager and staff work well

together. They plan and organise a rewarding educational programme, and ensure babies and children are well-cared for in safe, secure and inviting surroundings. Staff are effectively deployed to give babies and children consistent support from familiar adults and to ensure sessions and routines are well-managed.

The provider and manager are highly motivated and effective in ensuring the nursery provision is of good quality and fully reflects children's and families' needs. They respond positively to the support and guidance from the franchise's early years professionals and have implemented rigorous monitoring, evaluation and improvement planning procedures. This includes effective monitoring of the educational programme to ensure that children make good progress in their learning. Improvements made since registration include embedding more accurate planning for children's next steps, and changing the layout and presentation of resources in rooms to give babies and children more choice. Current priorities for improvement include the further development of the outdoor learning environment and developing more rigorous planning for mathematics.

Children are fully safeguarded. The provider, manager and staff understand their responsibilities to protect children from harm and to take prompt appropriate action if they have any concerns about a child's welfare. They keep up-to-date with safeguarding training and have comprehensive policies and local guidance to refer to. There are clear agreements and arrangements regarding who can have access to or collect children. Any accidents, incidents or children's existing injuries are effectively managed, documented, discussed with parents and appropriately monitored. The provider and manager also respond promptly and decisively to parents' or others' concerns, for instance about children's safety on and off the premises. For example, children now wear high visibility clothing and accessories during walks and outings, and their outdoor play now only takes place in the enclosed paddock. Robust recruitment and vetting procedures ensure that children are looked after by staff who are suitable, well-qualified and experienced. The provider ensures parents know who is looking after their children, and keeps them informed about any staff changes.

Children enjoy good continuity of care because staff work closely in partnership with outside agencies, such as health visitors, when necessary to support children's well-being effectively. There are effective partnerships with parents and carers. They feel welcomed, included and well-informed about their child's care, learning and development. Parents also appreciate the staff's practical advice to help them with different aspects of their children's routines, behaviour and learning at home. They are given clear information about how the nursery is registered and operates. The provider has also developed various ways to keep parents fully informed about activities, special event and other features of nursery life.

## 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>	EY452671
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	902448
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	68
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Saw the Gap Consultancy Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07740 565062

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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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