

# Banana Moon Day Nursery

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

<b>Inspection date</b>	09/07/2013
Previous inspection date	15/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Staff promote children's learning well. Therefore, children of all ages make good progress in their learning and development in relation to their starting points.
- The staff's use of the spacious base rooms with good quality, accessible resource stimulates children to confidently have ownership over their own learning.
- Strong links with parents enable staff to share information about the children and their learning at home and in the nursery.
- Staff provide a homely atmosphere where children benefit from secure attachments with them and learn alongside children of different ages.
- Staff include all children well and provide strong, individual support for children learning English as an additional language.

### It is not yet outstanding because

- Staff occasionally miss opportunities to maximise children's understanding of letters and sounds, which results in fewer opportunities to extend their early reading skills.
- Children do not receive maximum support to choose whether to play in or out of doors, which slightly reduces opportunities for them to develop independence and decision making skills.

## 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 involving all ages of children in three of the base rooms and the outside learning environment.
- The inspector had discussions with the directors, franchise support officer, deputy manager, staff, children and parents.
- The inspector undertook a joint observation outdoors with the pre-school leader.
- The inspector sampled a range of documentation including the children's records, planning, safeguarding procedures, policies and information from a parents' survey.

## Inspector

Angela Cole

## Full Report

### Information about the setting

Banana Moon Day Nursery at Bristol is a privately owned and run franchise by Lear & Co Limited. Two directors on site own the franchise. The nursery registered in 2012 and operates from a two-floored, converted building, which includes four base rooms. Children have access to an enclosed outdoor area with grass and bark surfaces that is divided for different age ranges. The nursery is situated in Patchway on the outskirts of Bristol. It opens each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register. There are 52 children on roll from three months to five years. The nursery currently supports a number of children learning English as an additional language. There are seven members of staff. Of these, five hold appropriate early years qualifications and two are working towards a qualification. The manager holds an early years qualification at level 3 and has 15 years experience. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

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

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

- help children to increase their early reading and writing skills by providing additional challenges during play activities to further extend their understanding about letters and sounds
- give children more freedom to become deeply involved in indoor and outdoor activities at times of their choosing.

### Inspection judgements

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

here Staff know babies and children well and their knowledge of how to promote children's learning and development is secure. They establish children's starting points by gathering information from new parents and through early observations. In each room, the children's key persons prepare clear plans to support what children need to learn next. Planning is consistent throughout the nursery as staff securely base this on every child's individual needs and interests, including those with additional needs.

Babies and children are keen to play and have fun at the nursery where they make good progress in their learning and development. Staff skilfully analyse their observations to

note children's achievements and their need for further support. Staff offer a good range of indoor activities and support children to choose these for themselves, which helps to build their skills for independent learning. Babies and children play outdoors each day for considerable timetabled periods. However, they do not decide when to play indoors or outdoors, which slightly limits their independence and choosing skills. The adults demonstrate a good understanding of how to use children's current interests to encourage further learning. For example, toddlers extend their mathematical skills by counting how many skittles they knock over and how many remain standing. An older child's experiment to drop a stone into water prompts staff to encourage children to predict and test whether objects float or sink. Babies and children benefit from learning through their senses to enjoy many sand and paint activities and investigate interesting, safe objects. This means they learn to explore and experiment with different materials.

Attentive staff foster children's communication and language skills effectively. Throughout the day, they work closely with individuals and small groups of children, giving them time to talk and respond to questions. This encourages children to think and develop their own ideas, for example, as very young children develop their skills using chalks and use words to describe their drawings. Staff caring for babies understand the ways in which individual children communicate and respond warmly to them. Staff encourage children's interest in books from a very young age. This is through babies handling a variety of books, for example with different textures. Children learn to turn pages for staff to talk about the pictures and stories. Children learn about letters and sounds in routine activities, including placing their names as they self-register. They sometimes write familiar words, such as those for display headings. Nevertheless, children do not benefit from a fully considered, stepped approach to using sounds and letters to develop early reading skills in play activities. Staff clearly recognise when children learning English as an additional language understand conversation and instructions. They give good support in small group activities so these children gain confidence to speak out.

Staff effectively help children prepare for their moves between rooms and into full-time education. They encourage children to develop good learning and social skills, such as concentration, perseverance and consideration for each other. Children have ample opportunities to learn about the world around them. Young children eagerly look at books of photographs of their families with staff who help them to recognise and talk about familiar people. Pre-school children are alert and interested as they point out interesting things to each others, such as a bird high up in the trees. Staff discuss children's progress, activities and achievements with parents on a daily basis. They listen to what parents tell them about what children have been doing at home and each month invite them to write down special moments in their child's life. Staff use such information effectively in conversations with children and to extend their activities at the nursery. The two-way flow of information between parents and staff has a positive impact on children's learning.

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

Children make smooth transitions from home and between rooms in the small, homely nursery. This is a result of an effective settling-in process and the close relationships

established room staff have with families. New parents have ample time to raise questions with room leaders who are the children's key persons. They settle their children and complete initial paperwork, including about their achievements and routines. Babies and children build strong relationships as staff provide genuine warmth and affection. The adults frequently show interest in the children, listening attentively and swiftly meeting their personal needs. This enables younger and newer children to feel safe and secure. It helps to give them the confidence to develop their independence and explore the spacious rooms and outdoor environment. Children effectively learn how to keep themselves and others safe. For example, very young children learn how to sit on chairs and wheeled toys with care. Toddlers and older children negotiate the stairs safely several times each day. They benefit from discussions around regular emergency drills about fire safety.

Children of all ages show a strong sense of belonging in the nursery. They demonstrate that they are used to the routines and gain a good understanding of what staff expect of them. Children benefit from the staff's good, supportive management of their behaviour. Older babies willingly share items when reminded, such as crayons and all children receive warm praise, including for 'good walking feet'. Babies and children develop well as they explore their surroundings. They confidently move around the current play space, choosing good-quality resources from clearly labelled, low-level storage to have control of their learning and build their confidence. Children of different ages play alongside each other as they arrive in the morning and their outdoor spaces are adjacent so they can watch each other. The baby groups often combine to make best use of staff, as do those for the toddlers and pre-school children. This means children develop positive self-esteem to be spontaneously caring towards others. They willingly take on responsibility, for example as they work cooperatively to tidy toys.

From a young age, children develop a good understanding of the importance of a healthy lifestyle. Babies and children benefit from playing in the fresh air for long periods. Children are encouraged to be physical and to recognise the effect that this can have, such as needing a drink to cool down. Staff follow parents' wishes effectively so that children have ample to drink; for example, they take drinking water outside, especially during hot weather. Babies negotiate slides and enjoy ball play. Older ones energetically scale the climbing tower and net and know to always wait for an adult to be close for their safety. Children increasingly take responsibility for their personal hygiene and learn to always wash when they come in from outdoor play, after toileting and before eating. Staff strongly encourage children to have a healthy and positive approach towards food. They have a good knowledge of children's dietary needs and follow parents' wishes closely to meet these. Children choose from different fruits at snack times and enjoy nutritious, home-cooked meals that older ones confidently serve for themselves. Their discussion about the foods they eat contributes to their growing understanding about the importance of a healthy diet.

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

The management and staff work well together and all play their part in effectively meeting the safeguarding and welfare requirements. They follow safeguarding practice well through implementing suitable policies. Staff receive regularly training so they have a strong understanding of child protection and how to help keep children safe. The manager has attended enhanced child protection courses that enable them to identify, understand and respond to concerns about children. Staff review the safety of the secure premises through effective daily indoor and outdoor checks. The premises are secure and safe for children as staff complete detailed risk assessment for the building and garden. The nursery effectively maintains an up-to-date record of staff suitability. The staff: child ratios enable adults to focus well on children so that they effectively supervise them and promote safe practices at all times. The management responds to any parental concerns or complaints effectively and keeps appropriate records as required. The manager continuously links with the directors regarding aspects of safety and the children's education, while having autonomy to act in the good interests of children and their families. Staff are well supported by her and they have a good understanding of the policies and procedures, including those for giving medication and for dealing with and monitoring accidents to promote children's well-being.

The management gives good attention to employment procedures and staff's qualifications and training for professional development. Staff benefit from thorough induction and strong encouragement to further improve their skills. These practices have a good impact on children's well-being and learning. The management works closely with staff to evaluate the nursery's provision and to reflect on ways to further improve. The staff have effectively addressed the action and recommendations from previous Ofsted visits. Staff support children to solve problems for themselves and have strengthened their use of early literacy skills in everyday routine activities. This impacts positively on children's learning. Staff value and act on advice from an advisor within the franchise company. Using children's interests and parents' views, for example from a survey, they accurately assess what they offer to children and their families. They comprehensively plan significant areas for development. These include enhancing the outdoor areas. These have a good impact on children's well-being and learning.

The management has a good understanding of their responsibilities in meeting the Early Years Foundation Stage learning and development requirements. Staff have well devised procedures to carry out progress checks for children aged two years. The manager and room leaders monitor the individually focused planning and delivery of the educational programme so that all groups of children make good progress. This includes the youngest children and those who need long-term support to close gaps in their learning of the English language. Partnership working is strong. Staff have effective systems to develop relationships with other early years providers caring for children. This is through conversation and sharing of information to support children's learning. Families receive much information about their children's welfare and learning. Many parents and carers appreciate the frequent, individualised communication about their children achievements and progress. They receive strong encouragement to share special moments in their children's lives at home and in the nursery. Parents particularly commend the friendly staff in the nursery that is 'all fresh, spick and span'. Their children are relaxed as 'there is space so they can do own things', which meets their children's learning needs.



## 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>	EY442642
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	923951
<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>	65
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Lear & Co Limited
<b>Date of previous inspection</b>	15/01/2013
<b>Telephone number</b>	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, 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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