

Banana Moon Day Nursery

1 Upper Grove Street, LEAMINGTON SPA, Warwickshire, CV32 5AN

Inspection date	04/09/2013
Previous inspection date	23/08/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- Staff provide suitable activities to promote children's learning and this means that all children make steady progress in their development.
- The well-resourced, inviting environment supports children's imaginative play, generally well, and they have opportunities to explore their surroundings at all times.
- Transitions arrangements, into and within the nursery, are managed well. As a result, children form strong attachments and are happy in the environment.
- Partnership working with parents and other professionals ensure children get the support they need to make steady progress in their development.

It is not yet good because

- In spite of recently implemented procedures the supervision of children in the nursery is not sufficiently rigorous to ensure they are always within sight of staff.
- Risk assessments do not include some aspects of the environment to ensure they are suitable for children at all times.
- The organisation of the snack time does not fully support children's already good independence skills.
- The monitoring of assessments is not sufficiently rigorous to review the accuracy of information to ensure that the progress recorded for children consistently provides a true picture of their abilities and achievement.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the manager, deputy manager and staff and spoke with children.
- The inspector observed activities in base rooms and during outside play.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documents, including children's learning journals and records of parents' views of the provision.
- The inspector conducted a tour of the premises.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Banana Moon Day Nursery was registered in 2012 and is one of 50 nurseries managed by the Co-operative Childcare group. It is on the Early Years Register and the compulsory part of the Childcare Register. The nursery is situated in a converted two-storey office premises in Leamington Spa. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outside play.

The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 and above.

The nursery opens Monday to Friday from 7.30am to 6.30pm all year round and children attend for a variety of sessions. There are currently 88 children attending who are in the early years age group. The nursery provides funded early education for three-and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review arrangements for children to move freely between rooms by ensuring that they are fully supervised at all times to keep them safe and protected within the nursery
- review the safety of indoor spaces to ensure that all aspects of the environment are safe for use with children. This is with particular reference to the storage of brooms and hanging displays in care rooms
- ensure the monitoring of children's assessments is accurate so staff can build on their abilities and further promote their learning.

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

- review the organisation of snack time to ensure children's already good independence skills are consistently promoted at all times.

Inspection judgements

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

Staff have a sound understanding of promoting children's development through a suitable range of activities. For example, babies' listening skills are appropriately supported as staff sing nursery rhymes and read stories. The staff provide ample opportunities for children in the under two's unit to develop their large muscle skills by crawling and walking in the available space. Soft toys and colourful surroundings contribute, generally well, to the sensory learning of young children as they explore textures during play. Throughout the nursery staff encourage children to talk to adults and peers at all times. For instance, daily activities are used to promote children's listening and speaking skills during play.

Staff follow children's lead to plan enjoyable activities indoors and outside, such as water play for pre-school children. As staff pour water on to wheels, children develop an awareness of the force of water to move objects. Staff help children to measure lengths by comparing the tower of bricks to their height. Two-year-olds have fun blowing bubbles as the next step in learning following previous play activities. They are challenged to use a range of resources to produce variable effects. They listen as staff give guidance and follow instructions correctly. Some staff are competent at promoting children's thinking skills. They include children who look on each time they return. They follow children's suggestions to move stand nearer to the water wheel when it falls off. Staff raise children's self-esteem with praise for responding to questions and for solving problems.

The well-resourced environment encourages children's physical play. They are provided with appropriate levels of challenge due to the quality and quantity of resources. For example, children learn to balance as they step across large tyres and they imaginatively use crates as trains during outside play. Staff have created inviting areas in all rooms where children can sit quietly or engage in imaginary play. For instance, a corner in the room for children aged two years is changed into a cosy area. This is equipped with a wide selection of animals, a bench, soft cushions for sitting and a draped canopy. This means that children can always access these areas for quiet or rest periods. Children have access to a wide range of books, which they select and 'read' independently. Children point to pictures as they talk to themselves. Pre-school children are focused during self-directed play with trains. Information and communication technology resources are available and children aged two years spontaneously practise skills in making marks on the touch screen.

Close working arrangements with external agencies ensure staff follow guidance correctly. For example, they provide additional support for children who do not have well-developed speaking skills for their age. As a result, these children achieve steady progress in their language skills. Staff observe children during play and use the information gained to plan for their learning in groups and at an individual level. However, the monitoring of assessments is not sufficiently robust because the accuracy of children's recorded progress is not reviewed. Consequently, the support given to children, may not focus sufficiently on the areas that are crucial for their development. Regular progress of children's development is shared with parents who are encouraged to continue with learning at

home. For example, staff discuss how parents support children's counting to improve their number skills. Staff take heed of parents' requests to promote the speaking skills of children who speak English as an additional language. This ensures that these, and all other children, are adequately prepared for the next stage in their learning when they start school.

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

Children are happy in the welcoming nursery environment where staff support them to form strong relationships. The staff discuss with parents how they can meet children's individual needs and follow the routines suggested. Therefore, children settle quickly due to the well-managed transition into the nursery. Meetings held between parents and room staff ensure there is a shared understanding of children's needs before a change of rooms. Consequently, the handover from one key person to another effectively prepares children for their move to new base rooms. Children benefit from taster sessions as they mix with others in older age groups and become aware of different routines. This means that transition within the nursery is stress-free for all children.

Staff are competent at managing children's behaviour. The staff have reorganised the arrangements to ensure children can move freely between rooms. As there are a smaller number of children in any room at any one time, they have more space to move around. This means that children are well behaved. Staff use the 'curly doll' to reinforce good behaviour with pre-school children and discuss with parents effective methods to use at home. The continuity in the methods used help children to learn the boundaries of behaviour and promotes a sense of security. Younger children in the under twos unit receive many cuddles, resulting in a feeling of being valued. During play with peers children learn to develop caring attitudes as staff remind them to share resources. Confident children feel self-assured and freely select resources for play as they wish. Pre-school children are learning to keep themselves and others safe as they hold on to the rail when walking upstairs.

Care routines are included in the daily time table with specific times set aside for sleep and quiet activities. Staff ensure children sleep for periods as agreed with parents. For example, babies sleep according to their established pattern to maintain continuity with the routine at home. Daily physical play helps children to learn about the effects of exercise on their bodies as they run around and exert themselves. Children's good health is promoted well due to the provision of balanced meals and their dietary requirements are met effectively. Water stations are set up in each room to encourage children to drink frequently. Consequently, children's independence is promoted through these activities. However, the organisation of snack time in the pre-school room does not allow all children to access snack at the same time. For instance, a small table is used and seats a limited number of children at any one time. This means that children have to wait until others are finished even though they are ready for their snack. Therefore, children's ability to help themselves freely at snack time is not always promoted to maintain their good level of independence. Children learn to take risk during play, for example, babies walk up the slopes of large play equipment and learn to maintain their balance by holding on to rails.

Children are, generally, secure in the nursery because access to the premises is gained by pressing a bell and a visitors' record is maintained at all times.

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

Arrangements for safeguarding children within the nursery are satisfactory. The management team clearly demonstrate their understanding of the correct procedures to be followed if there are child protection issues. For example, they are aware of their responsibility to notify Ofsted. Risk assessments were carried out following previous notifications and staff have received child protection training. The manager is relatively new in the post and she is making changes to improve safeguarding practice in the nursery. However, there has been a recent recurrence of a child left on their own for a short period. This is primarily linked to the free movement between rooms. As a result, the manager has introduced more measures to reduce the likelihood of repeated recurrences. As yet, the supervision of children is not sufficiently rigorous to ensure they are always within sight of the staff to ensure their safety.

The manager is currently reviewing risk assessments of the premises and staff carry out daily checks in rooms. However, sharp edges on suspended displays in the under twos unit pose a potential hazard if children are picked up by staff. The storage of brooms in base rooms compromises children's safety as they move around during play. Consequently, children's well-being is not always fully promoted. The ratios of adults to children are consistently maintained, and in some instances they exceed the requirements. There are appropriate contingency measures to maintain cover in the event of absences. Staff are deployed effectively to work with children in small groups or on a one-to-one basis when this is necessary. This means that children receive adequate support during activities.

Robust recruitment procedures, including vetting, ensure adults are suitable to work with children. The induction programme prepares staff for their roles and responsibilities while ensuring they have an understanding of policies. The management team discuss ongoing suitability with staff to identify any issues that may impact on the protection of children. Regular supervision sessions provide opportunities for staff to discuss their practice and their key person role. This means that staff receive support to make improvements so that they meet children's needs at all times. The professional development of the staff is maintained to enhance their skills for working with children. For example, all staff have had recent training on behaviour management. As a result, they are developing appropriate skills to manage children's behaviour effectively.

There is a good overview of the learning and development requirements and managers support staff through a range of methods. For example, a development worker visits regularly to help staff with the planning of activities. Staff are developing skills in identifying what they expect children to learn from the activities. Managers observe practice and staff are given the responsibility to review the planning with colleagues in base rooms. The self-evaluation of the nursery includes contribution from staff who take

responsibility for their base rooms. For example, staff have combined the baby room with that used for children aged one to two years. They have created a unit for children aged under two years so that children within this age range can mix freely with others. Regular feedback show that parents are happy with the nursery and the management team is responsive to their suggestions. For instance, they have brought forward the parents' evening to address requests from parents for more communication about children's progress.

The partnership working with parents is good. Staff share information on a daily basis about children's care and now include more information about what children do in response to parental requests. Partnership working with other professionals is well established. For instance, the special educational needs coordinator regularly meets with colleagues in the area to share information that contribute to the building of relationships. This means that joint working is developing as they share ideas for supporting children effectively at all times. The manager is clearly informed about procedures to share information with other early years providers where children attend to ensure they maintain consistent progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure the premises and equipment used for the purposes of childcare are safe and suitable for that childcare. (compulsory 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	EY444225
Local authority	Warwickshire
Inspection number	931370
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	100
Number of children on roll	88
Name of provider	The Midcounties Co-Operative Limited
Date of previous inspection	23/08/2012
Telephone number	01926 430002

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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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