

Banana Moon Day Nursery

Little Brum, Baddesley Ensor, Nr Atherstone, Warwickshire, CV9 2ET

Inspection date

Previous inspection date

24/09/2013

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

- Staff have a secure knowledge of how children learn and provide a rich, varied and imaginative programme of activities and play opportunities. Ongoing observation, assessment and planning for individual children ensures their continued progress in their development and learning.
- Children are happy and settle easily into the nursery routines. This is because an effective key person system, which clearly works in practice, provides children with stability and helps them to form positive relationships, gain confidence and self-esteem.
- Good relationships with parents help children to make progress, as staff work hard to ensure there is a joint approach to children's learning and to promote the importance of home learning.
- Children's independence is given high priority as they are able to make decisions about what they want to do. As a result, their self-help skills are effectively promoted.

It is not yet outstanding because

- Sometimes staff do not give children the time to think things through before answering, this restricts children's communication skills.
- There is scope to maximise opportunities for children to use numbers to explore and experiment, so they are fully able to extend their understanding of simple number problems.

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 throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery manager and staff at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector carried out a joint observation with the manager of an outdoor activity.

Inspector

Jennifer Turner

Full Report

Information about the setting

Banana Moon Day Nursery was registered in 2013 on the Early Years Register. It is one of two nurseries managed by Monkey and Menace Ltd trading under the Banana Moon Day Nursery brand of franchised nursery operations. It is situated from a converted public library building in the Baddesley Ensor area of Warwickshire. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play.

The nursery employs six members of childcare staff. All of whom hold appropriate early years qualifications at level 3 and above, including three with a BA Honours Degree in Early Childhood Studies and Early Years Professional Status. The manager is working towards a Masters of Arts in Education. The nursery opens Monday to Friday all year round with the exception of Bank holidays and Christmas. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 27 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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 develop their communication skills by giving them time to think things through before answering
- enable all children to develop their problem solving skills through extending how they use numbers to explore and experiment to enhance their understanding of simple number problems.

Inspection judgements

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

All children and their families attending this nursery receive a very warm welcome from the friendly staff. Children actively engage in the wide range of activities from the time they enter the nursery and this helps them to settle quickly. Staff are enthusiastic and use a good balance of teaching skills. These have a positive impact on children's development, so they make good progress in their learning. Children enjoy learning through play. They

eagerly explore the nursery, engaging in a variety of interesting and appealing activities that foster their imaginations. The nursery offers children the opportunity to play indoors and outdoors each day, which helps to nurture their exploration and investigation. Comprehensive information is gathered as children begin at the nursery and helps staff prepare and support them on entry, through the information gathered from the 'All about me' profiles. This continues as parents and staff routinely share information about home events and interests through a range of ways that helps parents be involved in their children's learning. This includes sharing a song of the month, in addition, parents use the 'moments to share' cards to record their children's learning at home to share with their key person. Staff record accurate and regular observations of children. The recent introduction of a clear system for planning ensures all children, including those with special educational needs and/or disabilities, are challenged and provided with activities best suited to their learning needs and abilities. As a result, children develop the skills and attitudes to ensure they are well prepared for their next stage of learning, such as moving onto school.

Children across the age ranges have continuous access to a wide range of resources and play materials. Children play a purposeful role in their learning, initiating games and activities, which are well supported by staff that have a good understanding of how young children learn. Children delight in opportunities to play outdoors and are active and engaged in the water play or digging in the soil or sand. Children decide they need to add water to the soil to make mud pies in the imaginative outdoor mud kitchen and they use fairy cake cases to make mud pies. They confidently tell the inspector, 'I have made a cake especially for you' and go on to hand one to every member of staff. Children are excited as they explore the smell and texture of the flavoured tea bags as they pour them from one container to another and talk about making crumble tea. Babies regularly have opportunities to explore a range of natural materials in the treasure baskets, the black and white sensory area and lentils mixed with oats and dinosaurs. They find insects and bugs hidden amongst the long grass and logs in the meadow area and become excited, engrossed and engaged in their discovery, using magnifying glasses. This becomes a fabulous spontaneous activity following children's interest and covering most areas of learning. Consequently, children demonstrate the characteristics of effective learning.

There is a sharp focus on helping children become independent. Children pour their own drink and self-serve their snack and lunch as they manage their own needs for food and drink. They enjoy the social occasion of mealtimes, chatting about their morning or things that interest them. Overall, staff support children well in their understanding, communication and language by joining in with play and initiating conversations. However, although they ask open-ended questions, they do not always give children time to think for themselves before answering, this restricts children's communication skills. All children have created their own personal family books, containing photographs of people who are special to them. These are also used to help children settle as they see familiar faces. Babies enjoy cuddling up to their key person to read a story and help to turn the pages as they listen intently to the words. The encouragement and support from staff develop children's interest in books and stories and help to prepare them for the next stage in their learning. Older children are engrossed in the imaginative area, transformed into the scene of the 'Goldilocks and the three bears'. They sit on the big chair, medium chair and small chair, making porridge with dried oats for the bears and they bring the story alive. Staff

effectively promote children's mathematical understanding, for example, describing objects as bigger or smaller than. Children are helped to learn about volume and capacity as they pour and fill containers with water. They are encouraged to count during daily activities and demonstrate their knowledge by counting from one to five and above. Although, staff provide good opportunities for children to count, the opportunities to use numbers to explore and experiment with is less well planned for and so children are not fully able to extend their understanding of simple number problems.

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

This small, yet warm, welcoming environment ensures all children feel safe, secure and valued. Children are developing good relationships with each other, their key person and other staff, as they explore the environment with confidence, enthusiasm and growing independence. Numbers of children attending are low at present, but increasing gradually and this helps children to settle in as they form close bonds with their key person. Children new to the nursery separate from their main carers well because the nursery has a good settling-in approach. This allows children, parents and staff time to get to know each other and develop important bonds that allows children to feel safe and secure. Parents and children enjoy the stay and play sessions, which helps them to get to know staff and familiarise themselves with the nursery environment. Children confidently use a wide range of resources and equipment and benefit from staff, who maximise the use of the open-plan room and outdoor area. They ensure that children are able to move freely and safely between the two areas, while also ensuring they are well supervised.

Children develop a good awareness of how to keep themselves safe as they use the garden and staff remind them to be careful not to run down the steps and when moving down the sloped garden. Behaviour in the nursery is good as children know what is expected of them. Without prompting from staff, children use their good manners, as they ask staff and each other to excuse them when they need to get around someone in the way, when riding bikes. Children's cultural awareness is promoted well through the celebration of different religious festivals throughout the year and as they access a range of resources that positively depict all aspects of diversity.

Children's good health is well promoted through healthy meals and snacks available to them daily and prepared on site. Children access fresh drinking water daily and they pour their own drinks and prepare their own bagels, spreading butter or jam. This helps them to develop their confidence and independence skills. Children are encouraged to make healthy choices and are well supported by staff who talk about healthy eating. In addition, they plan activities designed to develop children's understanding about foods that are healthy and unhealthy. Children design a display using a range of empty packs and containers of a variety of food to show which food is good for them and those not good for them. All children enjoy physical activity both indoors and outdoors in the nursery. Outdoors, children explore the variety of textures and levels where they can climb, dig, or develop their skills as they use the wheeled toys. Children, as they develop independence, take more responsibility for their personal hygiene, such as taking themselves to the toilet and washing their hands and they know this will get the germs off. The nursery has

formed relationships with several schools in the local area and arrangements exist for the sharing of information about children, when they are ready to start school.

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

Children are protected and safeguarded effectively. This is supported through the clear policies and procedures that are in place to ensure those working with children are safe to do so. All staff are checked thoroughly before they are employed. The safeguarding policy is effectively implemented and staff continually update their knowledge to ensure they are well informed about their role and responsibility in keeping children safe from harm. There is an informative safeguarding display in the entrance, which keeps staff and parents well informed about issues related to child protection. The designated safeguarding person has devised a very well thought out and detailed safeguarding folder and staff access this to ensure they continue to develop their understanding. She has included a wealth of information about different aspects of safeguarding, including E-safety, domestic violence, forced marriages, cyber bullying and a number of public case reviews related to children to really enhance their knowledge.

Effective risk assessments are carried out and mean that children move freely and safely within the nursery. Staff carry out daily checks on the building indoors and outdoors. They know the importance of vigilant supervision and are seen to deploy themselves appropriately and supervise children closely. Every 10 minutes staff count children present and record these checks to ensure that at all times they know where children are. This results in children enjoying the freedom to explore, to choose and have fun in a safe environment. There is a clear and strict policy on the use of mobile telephones and cameras, regular risk assessments are carried out on the premises. Security is tight and the finger print recognition systems ensure only those authorised have access to the building. Visitors are required to sign in and out and to wear a visitor's badge.

All staff are enthusiastic, capable and competent in their specific roles and responsibilities. Their ongoing suitability is continually assessed by the manager through regular supervision, annual appraisals and peer on peer observations. All staff are eager to progress their own knowledge and take opportunities on offer to attend training. They use their knowledge to develop all aspects across the nursery. The highly qualified team includes staff who hold a BA Honours Degree in Early Childhood Studies, Early Years Professional Status and the manager, who is currently working towards a Masters of Arts in Education. Careful monitoring of the planning and activities ensures there is a broad range of experiences that help children progress in their learning and development. Staff use their knowledge from courses, such as every child a talker and letters and sounds to help children progress.

Parents are involved in the self-evaluation. They complete questionnaires and use the suggestions box to share their views of the nursery, along with staff evaluations and using the cluster meetings with other early years settings to share good practice. Children's voices are heard using a range of methods to gather their views about what they like to

do. Staff have formed close links with outside professionals, to ensure children who have an identified need are supported. This ensures their needs are met appropriately, to enhance and support their learning. There is a strong relationship with parents, which contributes to children's well-being and sense of belonging. Parents speak positively of the nursery and staff, stating that they are kept well informed about children's progress and feel confident to raise any concerns with staff that they might have.

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	EY461580
Local authority	Warwickshire
Inspection number	911531
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	27
Name of provider	Monkey and Menace Ltd
Date of previous inspection	not applicable
Telephone number	01827 711 742

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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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