

# Go Bananas

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

<b>Inspection date</b>	20/03/2014
Previous inspection date	26/03/2013

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

- The teaching strategies, together with support offered to children are good and therefore, children continue to make progress while attending the club.
- Children play in a safe and a secure environment. Staff members have a secure knowledge of child protection issues and therefore, children's welfare is safeguarded.
- Children are cared for by qualified staff who show genuine enthusiasm and commitment for children attending the club. The new management team understand and fulfil their responsibilities in meeting the requirements within the Early Years Foundation Stage and have plans for future development of the club.
- Established partnerships with parents mean children are fully supported in their care and continued learning.

### It is not yet outstanding because

- Information available for parents is not consistently reviewed and updated, to ensure they are kept fully updated with changes made at the club.
- Partnership working with the schools children attend is not yet fully established. This means opportunities to complement children's learning is not fully embedded in practice.

## 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 in the after school club rooms upstairs.
- The inspector held discussions with the manager and talked to children and staff throughout the inspection.
- The inspector looked at a sample of documents, including policies and procedures, children's records, evidence of suitability of staff and recruitment procedures.
- The inspector took into account the views of parents spoken to on the day of the inspection.

## Inspector

Lynn A Hartigan

## 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. 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. Of these, two hold appropriate early years qualifications at level 3 and above. The club opens Monday to Friday during term time. Sessions are from 3pm until 6.30pm and children attend for a variety of sessions. There are currently 19 children on roll, of whom five are in the early years age group. The after school club supports 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 further improve the quality of the early years provision the provider should:

- enhance how information is provided for parents within the setting and regularly reviewed to ensure they are fully updated regarding their child's activities and time at the club
  
- establish and strengthen links with all schools children attend to ensure their learning is fully complemented.

## Inspection judgements

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

Children continue to make good progress in their learning at the club as they are cared for by enthusiastic and qualified staff. The new manager and her team have a good understanding of how to support children's learning and development and teaching strategies are effective. For example, staff ensure they have appropriate information from parents regarding their child's individual learning needs and abilities. Completion of 'all about me' forms by parents and children themselves provide useful information. This means a variety of challenging activities and fun learning opportunities are provided that interest children. Resources are easily accessible to children to enable them to self-select and initiate their own games.

Observations are made and recorded within children's learning journals. Children have ownership of these records and take great pride in showing their work and photographs of themselves at play. They are able to add their own notes, pictures and comments. Parents are positively encouraged to also contribute to children's records at any time. These are sufficiently monitored to establish how well children are progressing and to ensure

children who may require additional help are fully supported and reach their potential. Staff understand how children learn, but also appreciate that children attending have been in school all day. Therefore, to ensure effective learning they provide activities that are inviting and fun. For example, children have great fun participating in science activities. They watch with fascination the effects of salt and sugar on ice. Children grow cress seeds and take care to water these. They regularly check their height charts and discuss who is the tallest. Children enjoy karaoke and dressing-up.

Children arrive at the club and immediately play in the centres adventure climbing frames. Here their physical development is supported well as they negotiate space, balance and use the climbing wall, ladders and slides. Children are encouraged to take responsibility of their own personal goods and are proficient in changing clothes and shoes in preparation for using the climbing apparatus. Children's language development is promoted as they are given ample time to express themselves and communicate, including children who speak English as an additional language. Staff listen carefully and respond sensitively to children's ideas and news about their day at school. Children who do not wish to climb are provided with some alternative activities while they wait for their friends. For example, they are provided with paper and pencils. Young children's interests in letters and writing is supported well. They are offered word searches and resources to make books. Children are fascinated by letters and words and show sustained levels of concentration when looking and copying text within the environment.

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

Children are settled and secure as staff welcome children and have formed warm and friendly relationships with them. This is because the key person system is now well-established and children form positive, secure emotional attachments with both staff and their friends. They have made positive relationships with their key person, who is caring and affectionate towards children. Therefore, transition from school to the after school club is smooth and children settle very quickly.

Children behave very well and know to say 'thank you' and 'please' without prompting as good manners are encouraged. There is a friendly atmosphere and children are clearly familiar with the routines and expectations of them. Older children help younger ones and are excited when their friends arrive at the club. Children are able to resolve issues themselves but also confidently ask staff for help as required. For example, when they need new batteries for the electronic toys. Children have a respect for one another and are aware of clear boundaries and club rules, which they have all contributed too.

Staff encourage independence and children are able to take care of their personal needs safely. Following the last inspection a new routine for using the bathroom has been introduced to ensure children's safety and this is working well. Staff are effective in teaching children the importance of washing hands when they visit the bathroom and before eating snack. They enjoy a selection of healthy snacks, such as, orange segments, water and squash when they arrive from school. The dinner menu provided is varied and reflects children's choices and takes into account children's food allergies and dietary

needs. Children are offered ample portions and are able to complete their meal at their own pace. The club does not have outdoor play facilities for children to play in the fresh air, but their physical skills are promoted well in the indoor learning environment and they learn to keep safe.

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

Since the last inspection, new policies and procedures are now in place to ensure children are suitably safeguarded. Staff ensure children are safe as they give priority to the security and safety of the premises. The recent introduction of children wearing high visibility tabards mean they are instantly visible when playing in the soft play area. The club staff also wear uniform and are easily identifiable to children. Risk assessments are now routinely completed and evacuation of the premises ensures children can play safely and are aware of what to do in an emergency. Recent completion of safeguarding training and sound policies that underpin practises means children's welfare is protected. Staff complete appropriate vetting checks to establish that they are suitable to work with young children and complete a robust induction programme. Staff are supported well by the play centre management and are now positively encouraged to complete training and attend local cluster groups wherever possible.

The new manager and her deputy effectively demonstrate their understanding of the learning and development and safeguarding and welfare requirements within the Early Years Foundation Stage. The manager is able to discuss areas that would improve children's experiences. A system for self-evaluation is now fully established to prioritise areas of strengths and weaknesses that would improve children's time at the club. A 'brain box' is readily available for both parents and children to contribute their ideas and comments. The new team of qualified staff have a sound understanding of how to promote children's learning. Supervision, team meetings, annual appraisals and attendance at training workshops mean staff practice is closely monitored to ensure they have a positive impact on children's learning. While all the learning and development requirements at an after school club are not required to be delivered in full, each child has a learning journey that documents their development and identifies their next steps in learning. The manager monitors these documents to ensure every child is progressing to a good standard and activities are matched to their abilities and stage of development.

Some good information is provided for parents within the setting and on the clubs website. However, some information is not as accessible as it is displayed on a noticeboard for parents in an adjacent room to where they collect their children. In addition, records are not consistently reviewed and updated regularly. Parents spoken to express their complete satisfaction in the care offered to their children. They comment on the supportive staff, relaxed atmosphere and the reliability of the club, offering them reassurance while at work. Staff are clear about liaising with other agencies to ensure that the individual needs of children with special educational needs and/or disabilities are effectively met. Some links have been established with some of the schools that children attend. Appropriate information about children's development is shared to ensure

continuity of care. However, this is not consistent with all the schools children attend. This means that some children's learning is not fully complemented and extended while they are at the club.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY454773
<b>Local authority</b>	Essex
<b>Inspection number</b>	914067
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	19
<b>Name of provider</b>	Go Bananas Play Company (2004) Limited
<b>Date of previous inspection</b>	26/03/2013
<b>Telephone number</b>	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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Piccadilly Gate  
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