

Banana Moon Chiswick

2 Bollo Lane, London, W4 5LE

Inspection date

Previous inspection date

09/04/2014

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 support children's learning and development well because of strong partnership work with parents. Parents have good opportunities to contribute to their children's learning.
- Children behave well because staff use praise effectively to encourage children to behave in positive ways.
- Staff prioritise children's safety. The biometric entry system and closed circuit television promote children's security on the premises.
- Staff use information from comprehensive children's assessments to plan effectively and meet children's needs.

It is not yet outstanding because

- There are fewer opportunities for older children to learn about and use technology.
- Although most children settle well, some children need further support to understand the nursery routine to enhance their feelings of security.

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 carried out a joint observation with the manager of care routine.
- The inspector observed interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector held a discussion with management and sampled documentation.
- The inspector spoke to staff, parents and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Banana Moon Chiswick registered in 2013 and is part of a nursery franchise organisation called Banana Moon Day Nursery, that is privately owned and managed by First Years Childcare Ltd. The nursery operates from a self-contained unit on the ground floor of an apartment building in Chiswick in the London Borough of Ealing. Children have access to an enclosed outdoor area. The nursery is open from Monday to Friday from 7.30am to 6.30pm, 51 weeks of the year and is closed for public bank holidays.

The nursery is registered on the Early Years Register. The nursery receives funding for the provision of free early years education for children aged three- and four-years-old. It supports children who learn English as an additional language. There are 48 children in the early years range on roll. There are 10 staff who work directly with the children, including the manager, eight of whom hold recognised childcare qualifications. Two staff hold degrees in early years; four staff hold qualifications at level 3; two staff hold qualifications at level 2; and two staff are unqualified and working towards recognised childcare qualifications.

What the setting needs to do to improve further

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

- develop further ways for older children to develop their awareness of technology.
- strengthen systems to enhance children's understanding of nursery routine for those children who find it hard to settle.

Inspection judgements

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

Staff provide an interesting variety of activities based on children's skills and interests in this organised nursery. They enable children to create their own play from accessible resources, which encourages free choice and independence. Staff provide balance by offering adult-led activities to add more structured learning opportunities. Children are free to choose whether they want to play and learn indoors or outdoors and this supports their different learning styles well. Consequently, children make good progress from their starting points.

Staff teach children to count securely and to recognise numbers by modelling how to walk on a number mat. They teach children sorting and grouping skills as they play with coloured bears of different sizes. Staff read children's favourite stories in lively tones and

children make spontaneous comments. This helps children to practise their language skills and to gain an understanding of story structure. Although staff provide some resources to enable older children to learn about technology, these are limited in range and functionality. Children learn to recognise their names on cards when they arrive at the nursery and this supports their early literacy skills. Children use a range of tools and materials in the writing area and this promotes their early writing and drawing skills. Staff encourage children to get to know each other during group circle times, which helps children to build relationships. Staff sing action songs with the children and teach children the names of different body parts. Staff extend children's thinking by asking them to explain the purpose of different body parts. Children respond well by saying 'ears are for listening; eyes for seeing'. This supports children's understanding of the world well. Overall, these experiences help children to develop a good range of skills for later use in school.

Babies explore rough, shiny, smooth, and natural materials in 'treasure baskets' and staff teach babies new words to describe textures. Staff talk to babies about the marks they make in trays lined with flour while babies happily touch and move flour around in the tray. They enjoy listening to the sounds made by electronic toys as they press buttons. This enables babies to learn to use and understand simple technology.

Children develop a good range of physical skills on a challenging range of apparatus and equipment in the spacious outdoor area. They practise climbing skills as they move across frames. Children negotiate space effectively while they ride on wheeled toys. Staff help children to develop physical coordination skills as they play throwing and catching games. There is a good variety of other outdoor learning activities. For example, children develop their early literacy skills as they write and draw on large wall chalkboards using different coloured chalks. Staff encourage children to develop friendships and practise their language skills while playing with others in the play house. Staff encourage children to find insects in the digging area and talk to them about different kinds of insects. This supports their understanding of the world well.

Children who learn English as an additional language make good progress because staff find out key words in children's home languages. This helps children to feel understood and to feel valued. This is supported further by a wall display showing countries that children come from.

Staff have good awareness of children's developmental levels because they observe children regularly. Staff evaluate these detailed observations, along with other evidence of children's skills, such as art work, to determine children's next steps for learning effectively. Staff provide good opportunities for parents to take part in their children's learning. Parents attend 'Stay and Play' sessions where they interact with their children as they play. Parents share their written observations of their children with staff as part of a 'Moment to Share' scheme, which staff use to inform planning. Staff keep parents up-to-date on their children's progress in effective ways. The complete the required progress check for two-year-olds and provide all parents with written summaries of their child's learning and development. They talk to parents daily when they arrive at the nursery and organise review meetings for parents to discuss their children's progress.

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

Babies settle well in this caring nursery. Staff display photographs of babies' families, which babies interact with and this supports their well-being. Staff readily adapt nursery routines to match babies' home routines to present minimal disturbance. This helps babies to settle well. Staff have strong relationships with children, which helps to build children's confidence to become keen learners. They find out about children's skills and interests when they first arrive at the nursery and use this information to provide activities that children enjoy. This helps children to feel valued and understood. While most children settle happily, some children take a little longer to settle because they are unfamiliar with the nursery routine.

Staff provide a bright, attractive and engaging environment for children, which supports children's well-being. Staff teach children how to be safe by talking with them about road safety. Children behave in safe ways because they take turns on slides outdoors to prevent accidents and walk indoors. Staff encourage children to develop good self-care skills. For example, children fetch and put on their own coats and use the bathroom independently to take care of their personal needs. Children wash their hands at appropriate times and understand that germs are washed away. Staff assist younger children, as needed. Staff change nappies in cosy, clean areas, which supports babies' ease and comfort.

Staff teach children healthy habits by giving children opportunities to go outdoors for fresh air and exercise each day.. They support children's independence skills appropriately in relation to their age and stage of development. For example, at meal times by allowing children to serve themselves, pour their own drinks and encouraging younger children to feed themselves. Staff talk to children about the value of eating fresh fruit and vegetables. For instance, they talk about how fruit helps 'our tummies to stay healthy'. The menu is appetising and well-balanced and caters for special dietary needs. This means that staff protect children from eating unsuitable foods.

Staff manage children's behaviour effectively. They have ground rules which are shared with the children and reinforced through picture displays. This reinforces children's good behaviour. Staff use praise to motivate children to behave in positive ways. As a result, children behave well. Staff have begun to build links with local schools to support children who move to school in the future. Staff have established links with other providers of early years education and exchange information on children to support their learning. Children spend time in the different age group rooms at the nursery to get to know staff and routines before moving up. This helps children to settle readily.

Staff teach children about different cultures and traditions from around the world.. For instance, the weekly menu contains dishes from different countries. Children celebrate special events, such as Chinese New Year by sampling Chinese dishes and staff explain the significance of the event. This effectively helps children to value and develop an awareness of difference.

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

Staff place high importance on children's safety. They help to keep the premises secure and help to prevent intruder access using a high technology biometric, fingerprint recognition electronic entry system. Closed circuit television covers all group rooms and outdoor areas and this adds further to children's protection. Management have good understanding of their responsibilities in relation to the requirements of the Statutory framework for the Early Years Foundation Stage. They carry out thorough recruitment checks on all staff to assess suitability for their roles and this helps to keep children protected from harm. Staff have good knowledge of procedures to follow should they have concerns about a child and they have all received in-house training on safeguarding.

Staff receive good levels of support because the manager provides regular supervision to enable staff to discuss work matters in confidence. This also provides management with opportunities to identify weaknesses so that appropriate support is offered to staff. A regular appraisal system is in place. The manager collects information on a wide variety of courses to enable staff to enhance their skills further.

Management have very good systems in place to monitor the quality of children's learning journals. The manager carries out and records detailed weekly audits of learning journals covering all aspects of good record-keeping. The manager also reviews all planning to check for consistency in quality. A tracking system is in place, which provides comprehensive information on children's developmental levels. It works well in identifying any children operating below expected levels so that staff can put appropriate plans in place to close gaps in learning. Monitoring of staff practice is good. The manager spends time in group rooms observing practice and this provides clear insight into how well staff meet the needs of children.

Staff work closely with others to support children's learning well. For example, there are good links with the local children's centre to which staff direct parents to a range of services. Staff exchange information with other providers of early years education to support children's learning. There is strong partnership working with parents which provides good opportunities for parents to take part in children's learning and staff keep them informed of their children's development.

Management identifies clear areas for improvement for the nursery because it evaluates all aspects of its provision. For example, there are plans in place to enhance the learning environment by displaying more words in different languages to further support children who learn English as an additional language. The nursery operates successfully and has a good capacity to maintain this in the future.

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

Unique reference number	EY466615
Local authority	Ealing
Inspection number	934811
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	48
Name of provider	First Years Childcare Ltd
Date of previous inspection	not applicable
Telephone number	07979915687

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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
Store St
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M1 2WD

T: 0300 123 4234
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