

Banana Moon Day Nursery

Machell Road, Nunhead, London, SE15 3XQ

Inspection date

Previous inspection date

17/04/2014

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

- Children enjoy a wide range of activities, which helps them to make good progress in all seven areas of learning.
- Children feel safe and secure because staff build good relationships with the children and their families through an effective key person system.
- Children are happy and enjoy exploring their well-resourced environment. Their behaviour is very good and they are developing skills that are preparing them for school.
- Systems are in place to encourage parents to share what their children learn at home.

It is not yet outstanding because

- Children are developing good self-care skills; however, this is not consistent, as staff do not always allow them to wash their own hands.
- Resources not in use are not tidy away to ensure the space is sufficiently clear, allowing children to play freely.

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 inside and outside.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector spoke to staff and manager at convenient times.
- The inspector carried out a joint observation with the manager.

Inspector

Marvet Gayle

Full report

Information about the setting

Banana Moon Day Nursery is registered on the Early Years Register. It caters for children age from three months to five years. The nursery operates from the ground floor of a converted community building situated in Nunhead, within the London Borough of Southwark. Children have access to three group rooms and an enclosed outside play area. The nursery is open Monday to Friday from 7.30am to 6.30pm. It is open for 51 weeks of the year, except for the bank holidays. Children can attend a variety of sessions. There are 50 children on roll. The nursery has employed staff who are qualified to degree level, Early Years Practitioner status, and NVQ level 3.

What the setting needs to do to improve further

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

- fully monitor and review practice, identifying items not in use by children, particularly in the baby room, ensuring children have space to move around
- ensure opportunity to support children develop their independence is consistent, particularly in the older children's room.

Inspection judgements

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

Children make good progress in all seven areas of learning because staff have a good understanding of how young children learn. They provide a range of interesting and challenges experiences, which contribute to children making good progress. Staff meet children's individual needs successfully because they get to know the children through effective key person systems. Staff gather and record good quality information from parents to provide a good base for establishing children's starting points. This enables staff to plan for individual children's progress from their first day. As a result, children settle quickly because their needs are understood well and met consistently.

Staff support children's language development effectively through skilfully using open-ended questions and showing a genuine interest in what children have to say. For example, by asking children, 'what is next' during story time. Children are developing skills to become confident talkers as staff engages very well with children and give them the opportunity to express their views. For example, children playing in the mud kitchen talking about the number of cups they have available to pour tea. This helps to make the children feel valued as an individual. Children enjoy listening to their favourite stories in the inviting book area where there is a range of books to choose from. Children enjoy

practising their early writing skills using a range of resources, such as making marks in soil and using pencils and chalks. Where children are learning to speak English as an additional language, staff focus well on their communication and language skills. As a result, they make good progress and work effectively towards achieving expected levels of progress in the early learning goals.

Children engage enthusiastically in role play. They put on hard hats, using the play tools in the garden digging area, pretending to be construction workers as they play with large trucks. Children's physical skills and confidence are promoted well in the outdoor area on a daily basis. Staff engages children well in interesting activities outside; they effectively use spontaneous experiences to give them the opportunity to solve problems and think critically, as they play and share together. Staff further enhance children's learning by introducing water to play within the mud kitchen and completing activities such as counting the number of teacups available.

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

Children are happy, confident and settle very well because staff have a thorough knowledge of their individual likes, needs and routines. Children display very good levels of confidence and self-esteem. They behave in ways that show they feel secure and have a strong sense of belonging to the nursery. This is due to the effective key person system, which supports them very well to form trusting relationships with the staff. Consequently, their physical and emotional well-being is effectively supported. For example, children who have recently started and feeling a little anxious, happily go to staff for reassurance and cuddles. They very quickly regain their confidence and go to play with their friends.

Children's behaviour is very good. They know what is expected of them and follow the good example set by staff of being kind and caring towards one another. For example, children play together very well in the garden as they share and take turns, helping each other to climb over obstacles. Children develop good self-care skills; however, this is not always consistent, as staff does not ensure they wash their hands independently at all times. Staff provide children with fresh drinking water and freshly cooked meals. As a result, children learn about the importance of a healthy diet and lifestyle. Children enjoy plenty of fresh air and exercise that support their physical development. Children know how to keep themselves safe and are actively involved in activities such as helping to tidy up, helping to keep the environment free from harm. However, staff do not always adhere to this practice across the nursery, particularly in the baby room when resources are not in use. They are not tidy away to ensure the space is sufficiently clear, allowing children to play freely.

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

Staff have a secure knowledge of the safeguarding and welfare requirements and of the learning and development requirements. The staff team members have good knowledge

of the correct procedures to follow should they have a concern about the welfare of a child. A thorough policy is in place to support their practice. They implement and review all policies and procedures consistently to create an environment that is welcoming, safe and stimulating. Risk assessments are detailed and records held are reviewed frequently to ensure children are kept safe both indoors and outside. Induction and performance management systems are robust and through regular performance reviews and annual appraisals, the manager effectively monitors the ongoing suitability of her staff team.

Partnerships with parents are good. Parents are very complimentary about the staff and the welcoming atmosphere of the nursery. Parents that were spoken to at the inspection said their children are very happy, settled and thoroughly enjoy themselves at the nursery. Staff work very closely with parents when their child first starts to find out what they can do and what they are interested in. Parents are asked to update the nursery about their child's interests; systems to encourage parents to share their child's experiences from home are good. This impacts positively on aspects of continuity in children's learning. Staff fully support the transition to school because children's independence is encouraged so they are ready to enjoy school with the required skills. Staff also value the importance of working together with other early years settings that children attend to ensure continuity. Systems to manage this are secure. The staff team has good knowledge of the areas of learning and understand how children learn. The educational programme, planning and assessment are effectively monitored to ensure a broad range of experiences for every child.

Systems are in place to support the ongoing evaluation of the provision. For example, staff recently asked children for their views on the pre-school room, how they wanted to have it organised. Parents are also asked to contribute their ideas, both verbally and through parent's questionnaire. Ensuring the self-evaluation is developed enough to secure the in-depth focus the nursery to consistently target improvement.

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	EY469818
Local authority	Southwark
Inspection number	941559
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	50
Name of provider	LOGICOUS LTD Trading as Banana Moon Day Nursery
Date of previous inspection	not applicable
Telephone number	07773554382

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

