

# Banana Moon Day Nursery

The Annex, Bowthorpe Hall, Bowthorpe Hall Road, NORWICH, Norfolk, NR5 9AA

<b>Inspection date</b>	24/04/2014
Previous inspection date	23/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Arrangements for safeguarding children are very good and clear policies and procedures are in place that are fully understood by all staff. This ensures that the welfare of children is prioritised at all times.
- Teaching is good. Staff encourage children to lead their own play and clearly understand, or sit back and observe. As a result, children make good progress in their learning and development.
- Partnerships with parents are highly effective as the staff are committed to working together with them to ensure continuity of care and learning for children. They are kept well informed both by written information and daily verbal communication.
- High priority is given to supporting children's growing understanding of how to keep themselves safe and healthy. This is a key strength of the nursery.
- Monitoring of educational plans and children's progress is very effective. This means that staff are able to accurately plan children's next steps in learning and ensure that the nursery meets the needs of all children.

### It is not yet outstanding because

- There are occasions when some staff miss opportunities to challenge all children and extend their learning to the optimum level, to enable all children to consistently progress towards excellence.

## 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 in the baby room, the toddler room, the pre-school room and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with staff at appropriate times throughout the inspection and held a meeting with the nursery manager.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Karen Harris

## Full report

### Information about the setting

Banana Moon Day Nursery was registered in 2013 on the Early Years Register. It operates from purposefully-renovated premises, in the Bowthorpe area of Norwich. It is privately owned and operates under a franchise organisation. The nursery serves the local area and is accessible to all children. Children use three main playrooms and there is an enclosed outside area available for outdoor play within the main garden of the premises. The nursery employs 11 members of childcare staff and five bank staff. There are 10 staff members who hold or are working towards appropriate early years qualifications at level 2 and 3, including one member of staff who holds a qualification at level 6 and one at level 5. The nursery opens Monday to Friday, from 7.30am until 6.30pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 69 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 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 further improve the quality of the early years provision the provider should:

- enhance children's progress even further by ensuring that all opportunities to extend children's learning are maximised.

## Inspection judgements

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

Children are well supported in their learning and development because all staff have a good knowledge and understanding of the Early Years Foundation Stage. They have a good awareness of the ways in which children learn best and provide them with many opportunities to explore, investigate and to learn through first-hand experiences. For example, children are involved in the planning and growing of vegetables, which are harvested and enjoyed at snack and meal times. Children are confident, motivated and enthusiastic learners who are successfully developing the characteristics of effective early learners. This is supported by teaching techniques which are generally strong across the nursery. Staff encourage children to lead their own play and clearly understand when it is appropriate to join in and extend children's learning, or sit back and observe. For example, while outside, staff join in with children hunting for bugs and imaginatively follow a 'map' around the garden. During the activities, staff introduce new language and use open-ended questions, such as 'what can we find?', 'I wonder where we will go?'. As a result, staff help to prompt children's thinking and learning while ensuring the activities remain fun and enjoyable. As a consequence, children are making good progress in their learning and development.

Children thoroughly enjoy opportunities to initiate their own play and follow their interests and do this with confidence and enthusiasm. They enjoy making up their own games during role play and by dressing up. As a result, children are engaged and active learners. Younger children are confident in their explorations, for example, they show great delight during messy play activities, where they use their senses to explore new textures. Children have daily opportunities for fresh air and exercise in the attractive outdoor area and have first-hand experiences of the weather and seasons. Children like to spend time in the garden. For example, older children can be involved in planting and growing activities, junk modelling and blowing bubbles. Staff make sure younger children develop their physical skills both indoors and outside. For example, they encourage them to practise their walking skills and move backwards and forwards on ride-on toys. Recent funding has allowed the staff to continue to enhance the outdoor area to provide further opportunities for children to explore the natural world. For example, they are in the process of developing a 'mud kitchen', recognising the value of allowing children to explore the textures of wet and dry mud. Children's understanding of the world is well supported as they learn about a wider society and a range of festivals and celebrations throughout the year. Children's literacy skills are fostered effectively. All children develop a love of books. They listen intently to stories and independently look at books in cosy areas of the nursery. Younger children enjoy making marks using a range of media, such as sand, paint and chalks and older children love to independently practise forming letters and numbers. However, on occasions, opportunities are missed to further enhance children's learning to the optimum level, to enable all children to consistently progress towards excellence. For example, while children freely move around the indoor and outdoor learning environment mark-making opportunities are not consistently extended. Overall, children are acquiring the skills, attitudes and dispositions they need to be ready for school or the next stage of learning.

Partnership with parents are highly effective. The detailed information gathered from parents when children start at the nursery give staff a clear picture of each child's individual learning needs and interests. This information, along with observations recorded in children's learning journeys, is used to plan appropriate next steps. This enables children to progress in their learning and development. Parents are provided with regular opportunities to share their child's learning journey and development progress review. This means that parents have a clear overview of their child's enjoyment and achievements in the nursery and that any gaps in learning can be identified and planned for. Parents are actively encouraged to be involved in their children's learning at home and share information about children's achievements. For example, parents are asked to complete 'a moment to share' form after a 'wow' moment, event or trip. 'Sammy', a travelling teddy, goes home to accompany families for the weekend and on holidays and other adventures. This means that parents become increasingly involved in their children's learning as they help their child report back about the teddy's experiences with them. The support given to children with English as an additional language is very good. Staff work well with parents to gather information and find out how they can support their child at the nursery. For example, they ask children's parents to teach them important words from their child's first language and use them with the child to help them to develop their understanding.

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

This is an inclusive setting where all children and their families are welcomed. Flexible settling-in procedures ensure children easily separate from their parents, as they gradually increase the amount of time they spend at the nursery. A warm and friendly welcome from staff on arrival at the nursery means children are keen to happily explore their surroundings. It is evident from discussions with staff that they know the children well and care about their welfare. They spend time with parents and obtain information about children's home routines. For example, the individual sleep routines of younger children are well supported and they can rest when they are tired. This means that each child's key person effectively supports their individual needs and helps them to feel secure and develop independence and confidence. Transitions from room to room are managed very smoothly. For example, information about children's individual needs, learning and development and parents' preferences are shared with the new key person. As a result, children are emotionally well prepared for their next stage in learning.

Toys and resources are readily available on low-level shelving. Storage boxes with pictures and labels in a variety of languages show their contents which help children identify what is available. As a result, children are able to make their own selections which promotes their independence. Children's artwork is displayed around the setting, which shows they are able to be creative and express themselves using a wide range of accessible resources. As a result, their sense of belonging is well supported. Behaviour is very good in the nursery. Children are developing a strong sense of responsibility as they happily help to tidy away resources and they keenly find a brush so they can help to sweep up the sand. Staff are good role models and use 'golden rules'. For example, they remind children to use 'kind hands' and 'kind feet' and give clear guidance about boundaries. As a result, children are kind to each other and share popular toys and resources well.

High priority is given to supporting children's growing understanding of how to keep themselves safe and healthy. This is a key strength of the nursery. The environment is well equipped with developmentally appropriate resources. High standards of cleanliness are maintained throughout and staff implement good hygiene practices to help minimise the risk of infection. Children show that they feel safe in the nursery and they use space and resources in a safe way. For example, they learn that it is not safe to run indoors and know how to evacuate the premises in an emergency. Good hygiene is well promoted and children wash their hands and babies have their hands wiped with wet wipes at appropriate times during the day. Children enjoy social meal times. They are provided with well-balanced meals which are cooked on the premises each day, such as roast chicken, new potatoes and vegetables. Children gain an understanding of risks through activities under the guidance and supervision of staff. For example, older children eagerly serve themselves the food and younger children are frequently supported to use a knife and fork and to pour their own drinks. This promotes their independence effectively. Consequently, children are developing skills for the future as they enjoy meal times with their peers.

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

The safety and welfare of all children is a high priority for the staff and management of the nursery. All staff have a clear understanding of their responsibilities to meet the safeguarding and welfare requirements. The manager is fully aware of events or incidents that are to be notified to Ofsted, in order to safeguard children. Safeguarding policies and procedures are robust, clearly written and regularly reviewed. Staff have a good knowledge and understanding of their roles and responsibilities in reporting any child protection concerns if necessary. This has been further enhanced by staff completing essential safeguarding training. Effective documentation, such as daily registers, accident, injury and medication records are kept to a professional standard to maintain children's health, safety and welfare. Excellent recruitment procedures, which include a thorough induction and probationary period, ensure the suitability of new staff. This ensures that the welfare of children is prioritised at all times. The premises are secure and a fingerprint entry system is being implemented to prevent unauthorised access to the building. This, along with a closed-circuit television system, ensures that children are kept safe from harm. Staff deployment is effective. Staff are vigilant and they supervise the children well. Thorough risk assessments are undertaken to ensure that effective steps are taken to keep children safe. As a result, children can play safely indoors and outside. This ensures children's needs are met and their protection is assured.

The manager and staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They regularly undertake peer observations as they interact with children. This enables staff members to develop their ability to enhance children's learning and development as staff have the opportunities to watch how their colleagues interact with children. As a result, they discuss good practice and areas for further development. The management team monitors practice and all aspects of the provision very effectively. This includes regular supervision meetings and annual appraisals. Additionally, the manager reviews planning documents and children's records to ensure assessment is consistent and precise. Clear and well-written policies and procedures, to ensure children's safety and well-being, underpin good practice and are shared with all staff and parents. These procedures effectively promote good quality practice and help to ensure the best outcomes for children. Self-evaluation processes are very effective, which means that there is continuous improvement in the provision. Parents' views are valued and sought through the use of questionnaires. Regular visits from head office ensure the safeguarding and welfare requirements are met. Improvement plans are in place, and reflect the ambition and commitment of the director and staff team.

The partnership with parents is very good. Staff provide daily feedback and work with parents if they have any concerns about their children's development. A wide range of useful information is displayed, including the safeguarding and complaints procedures. Parents are actively encouraged to be involved in their child's learning and they receive regular newsletters which keep them up to date with events at the nursery. Parents' comments, received during the inspection, are very positive. Staff know their child's key person and they comment on how approachable the staff are and how staff are flexible with routines to meet their children's needs. Parents state that they are very happy with the care and learning opportunities offered to their children. The manager fully recognises the importance of working with other agencies and local services. As a result, there are effective links with other professionals which means staff are assisted in fully meeting the

needs of all children. Links with local schools helps to provide a smooth transition for children as they move forward in their learning and on to school.

## 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>	EY454180
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	965628
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	69
<b>Name of provider</b>	ARK Ventures UK Ltd T/A Banana Moon Day Nursery
<b>Date of previous inspection</b>	23/08/2013
<b>Telephone number</b>	01603 734734

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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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