

Banana Moon Day Nursery Billericay

The Stables, London Road, Billericay, CM12 9HS

Inspection date	08/07/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	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 staff teach children well by paying close attention to their needs and adapting the environment to support their learning. As a result, children are motivated and eager to take part in the activities that are provided.
- The leadership and management are highly motivated and show a strong commitment to developing the nursery. This means that all areas of practice are monitored and good learning outcomes for children are achieved.
- The staff have robust induction procedures and take part in ongoing training to develop their safeguarding knowledge. Consequently, they show a strong knowledge of how to protect children and keep them safe from harm.
- There is good partnership working with parents. Parents are warmly welcomed into the nursery and information on children's learning is regularly shared which supports children to make good progress.

It is not yet outstanding because

- Occasionally, staff do not fully embrace opportunities for toddlers to experience sensory play indoors as well as they do outside, to further enhance their learning.
- Staff do not maximise all opportunities to strengthen children's awareness of healthy eating in the baby room, as visual displays and resources are limited.

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 three playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the leaders and managers of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of the parents and carers spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Suzanne Smith

Full report

Information about the setting

Banana Moon Day Nursery Billericay was registered in 2014 and is on the Early Years Register. The nursery is situated in Billericay, Essex. It is privately owned and operates under a franchise organisation. The nursery serves the local area and is accessible to all children. It operates from converted premises and there is an enclosed area available for outdoor play. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens five days a week, all year round with the exception of bank holidays and one week at Christmas. The nursery operates from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 62 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend the use of sensory play in the toddler room to further support children in experiencing exceptional and interesting learning experiences
- enhance young children's awareness of healthy eating by, for example, developing resources and visual displays in the baby room that teach children about healthy foods.

Inspection judgements

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

The children are happy and content at this bright and well-equipped nursery. The staff deliver the educational programmes through a good balance of child-initiated and adult-led activities. Children are developing their learning across the seven areas and are making good progress towards the early learning goals. In the baby room, children enjoy playing in their designated outdoor play area. They develop their physical skills as they use a small climbing frame and slide. The staff are attentive and support children to take turns. Consequently, very young children are developing their social skills, which supports them in the next stage of their development. In the toddler room, children enjoy playing with the trains. They develop their concentration as they spend time putting the track together. The staff meet children's learning needs. For example, when a child indicates he would like to use a computer, a portable computer is found for him to use. However, there are occasions when children in the toddler room are not fully engaged in their learning. This is particularly when they are not able to play outside as there are limited opportunities for them to engage in sensory play. In the pre-school room, learning is more

structured, thereby preparing children well for school. For example, children listen intently to the staff as they make dough together. They are fully involved in their learning. They develop number awareness as they discuss the measurements on the jug. They are able to use and develop a wide range of language as they talk about the various ingredients that they need.

The quality of teaching is good and in some areas it is outstanding. Staff have high expectations of the children. They compile observations of the children and develop accurate assessments of children's learning. As a result, each key person develops activities to support the next stage in children's learning. For example, a key person identifies that a child needs to develop muscle control in order to use scissors competently. Therefore, activities to promote muscle control are planned on a daily basis, which supports individual children's progress. Staff are skilful in their interactions with children and re-shape tasks to support their development. In the toddler room, a young child enjoys climbing into a storage box. The staff member clearly identifies that the child wants to extend this skill. Therefore, she enlists the child's help to carry in a small climbing frame from outside. As a result, the child is able to continue to develop and extend his physical skills on apparatus that fully supports his development. The staff promote learning that is interesting and which meets children's current interests. In the pre-school room, children enjoy stacking coloured bricks. The staff develop mathematical understanding during their play. For example, children are encouraged to count how many bricks represent the height of their friends. This learning is extended throughout the day as they measure the adults that come into the room, to find out who is the tallest and shortest. Consequently, children are active learners who thoroughly enjoy their time at the nursery.

Staff support children that speak English as an additional language very well. They display words in other languages and use different languages during children's play. Consequently, all children are confident to join in with activities and this supports their learning and progress. The pre-school room is rich in print and children practise their writing to label furniture and resources within the room. This promotes children's awareness of literacy and their understanding that words and print carry meaning. The staff meet with parents regularly to share the children's learning. Regular progress reviews are shared, as well as the progress check completed between the ages of two and three years. Children in the pre-school room take home a book bag each day with a story to share with their parents. This prepares them for school as well as promoting their literacy and language development. Parents contribute to initial assessments of children's development when they begin attending the nursery. As a result, the key person provides suitable activities to promote children's learning as soon as they start. Parents are continually encouraged to share information about children's learning from home. They provide colourful posters which are displayed in the nursery and shared with the children. This promotes children's communication skills and fosters a sense of belonging within the nursery.

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

Children are confident and self-motivated at this welcoming nursery. Each room has easy access to the outdoor learning environments. The outdoor learning area is highly stimulating. In this area, children enjoy playing in the mud kitchen. They spend a great deal of time collecting mud and pebbles in a colander, which they enthusiastically stir. Other children develop their imaginations in the voyage of discovery area. They sit on the boat with their friends and pretend to sail to sea. There is a newly constructed hotel for bugs. Children show a great deal of interest in the natural world as they collect leaves and small insects for the hotel. As a result, children thrive as they are motivated to explore this exciting area. The staff support children's skills towards independence and involve them in tasks that are challenging but manageable. For example, children help to fill a jug with water and carry it carefully to the table. Very young children are taught how to wash and dry their hands and are developing self-care skills. The cups are labelled with the children's names and photographs, which also promote independence, as they learn to select the correct cup to use. Older children use the toilet and wash their hands independently, according to their stage of development. These personal and social skills support children to be prepared for the next stage of their learning and their move to school. They are emotionally prepared for school as teachers visit the nursery and talk with children. Children have the opportunity to dress up in school uniform and change into their exercise clothes for physical education lessons. Younger children are well supported when it is time to move into a new room within the nursery. The key person accompanies them for short periods of time in their new rooms. Consequently, children are emotionally well prepared for the changes that take place.

Children have formed secure attachments with their key person. At the induction session, children are settled in gradually according to their individual needs. The key person collects information on the children's care needs in order to support them when they start. As a result, children settle quickly and their emotional well-being is promoted. The staff are very good role models and speak respectfully to the children at all times. At nappy changing times, the staff are attentive to the children and this develops trusting relationships. Children are extremely cooperative and well-behaved. They play harmoniously together and are polite. For example, at lunch-time a child kindly provides another child with his own clean cutlery so the child can have his preferred colour knife and fork. The children are encouraged to be polite and say 'thank you'. Children are gaining an awareness of other cultures. The nursery has created displays of different countries. During the football World Cup, a parent gave a German flag to the nursery. As a result, the children looked up different flags on the computer and then painted a variety of flags which are vibrantly displayed in the nursery.

Children are learning how to be healthy and have balanced and nutritious meals every day. Mealtimes are relaxed and happy occasions which contribute to children's social skills. The staff talk with the children about healthy eating which supports their understanding of healthy practices. However, visual resources in the baby room are limited and there are no displays or resources to strengthen young children's understanding of healthy food. Children's good health is promoted as they have use of the outdoors every day. This gives children the opportunity for lots of fresh air and exercise. The staff are attentive to children's safety and support their awareness of how to keep safe. For example, when it is hot they ensure that children wear sun cream and sun hats, and do not spend too long outside. Children learn how to take safe and manageable risks as they use scissors and

the staff explain how to use these safely. The staff talk to the children about road safety and the children take part in regular fire drills. Consequently, children are developing a strong understanding of how to keep themselves safe.

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

The leaders and managers demonstrate a very good understanding of their roles and responsibilities in meeting the requirements of the Early Years Foundation Stage. They have robust recruitment procedures which ensure that new staff are appropriately vetted. All staff complete Disclosure and Barring Service checks as a further assessment of their suitability to work with children. There is a very good induction process for new staff which has a strong focus on safeguarding and child protection. Regular team reviews of policies, including safeguarding, means that all staff are fully aware of the processes to follow if they have concerns about a child. They are also fully aware of the whistle-blowing policy should they have concerns about any of the staff team. A mobile phone and camera policy is in place and explains how they should be used appropriately. Mobile phones are securely locked away and photographs are taken using the nursery camera only. Comprehensive risk assessments are in place which ensures the nursery is safe for children. The relevant first-aid certificates are held and designated staff are qualified to administer first aid. As a result, robust processes are in place to support children's health and well-being. There is robust monitoring of all areas of practice. Regular monitoring of the educational programmes ensures that a broad range of experiences support children's all-round development. The leaders and managers regularly monitor children's assessments and planning. Consequently, children have a curriculum that meets their individual needs. It also identifies children who may be falling behind so that appropriate support can be provided where necessary.

There is effective monitoring of staff performance. For example, appraisals and supervision meetings are held to discuss areas for improvement. In addition, the nursery implements peer-on-peer observations, which supports and strengthens staff teaching practices. The staff have a good level of qualification and they attend regular training. As a result, staff have a clear understanding of where they need to make improvements to support good learning outcomes for children. The leaders and managers have good systems in place to motivate and encourage their staff. Award evenings are held to praise the staff and nominations are received from parents and colleagues. Consequently, the staff are supported and are motivated in their roles. The nursery, which has only been open for a few months, already demonstrates some elements of outstanding practice. There is a strong drive to make improvements and immediate action is taken to overcome any weaknesses. Staff, parents and children are all involved in evaluating the nursery. The children remark on their enjoyment of meals by ticking a happy or sad face. They are asked for the views on the planned activities during regular discussions. Parents complete questionnaires and the nursery is quick to implement any suggestions. For example, a parent asked for her child to have a wider variety of food at snack time which has now been implemented. As a result, the nursery is committed to creating a warm and friendly learning environment that supports very good outcomes for children.

The nursery has developed good partnerships with parents. Parents are fully involved in their children's learning. They receive regular progress reports as well as being able to view the children's development records. There is a parents' evening to share the children's learning as well as regular verbal exchanges at the beginning and end of each day. Parents are provided with up-to-date information on the children's activities as there is a notice-board in each room. Parents spoken with at the time of the inspection are positive in their praise of the nursery. They explain that the staff are approachable and keep them fully informed of what the children have been learning. Parental questionnaires are also positive and describe the staff as 'caring, honest and loving'. Partnerships with other family members and other providers are effective and a communication book is in place. This enables the nursery to share what the children have been doing and promotes continuity in children's learning. The leaders and managers have been proactive in contacting local schools and inviting them to visit. Consequently, the local schools visit the nursery which support children's smooth move to school. Good contact is made with external agencies and suggestions made by the local authority have been implemented. For example, it was suggested a cosy area should be made for the children, which is now in place. The leaders and managers are aware of who to contact should they need to secure interventions for children that may be falling behind. As a result, partnerships with outside agencies make a strong contribution to meeting children's needs.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY474159
Local authority	Essex
Inspection number	952511
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	63
Number of children on roll	62
Name of provider	Go Leisure Ltd
Date of previous inspection	not applicable
Telephone number	07875539245

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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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