

# Top Banana Pre School

Seal War, Memorial Pavillion, Seal, Recreation Ground, High Street, Sevenoaks,  
Kent, TN15 0AL



<b>Inspection date</b>	22 April 2015
Previous inspection date	26 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The staff maintain good relationships with the children. This means that staff meet children's individual needs effectively, supporting their emotional well-being. As a result, all children make good progress.
- Staff maintain good levels of communication with parents, ensuring that they feel included and well informed with regards to their children's development. This provides consistency of care for all children.
- Staff have a good knowledge of safeguarding and it takes high priority. They are very confident about the process to follow if they have child protection concerns.
- Staff use effective methods to make detailed and accurate assessments of children's development. Individual planning means that staff meet all children's needs effectively.
- The staff provide children with a good variety of learning experiences to motivate and engage all children in learning. Therefore, all children make good progress.
- Staff are good role models for behaviour and manners. As a result, all children are polite and behave well.

### It is not yet outstanding because:

- Staff do not always fully engage all children through high-quality discussions during mealtimes.
- Staff do not consistently encourage children to enhance their independence skills throughout some daily routines, such as during tidy up times.

## What the setting needs to do to improve further

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

- enhance further high-quality discussions during mealtimes to engage all children
- extend opportunities for children to develop their independence skills further within the daily routines.

### Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector viewed the areas of the nursery that children use.
- The inspector observed staff interacting with the children.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke to children and staff, and gathered parents' views.

### Inspector

Kelly Hawkins

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff offer a wide range of activities to engage children and promote learning and development across all areas of learning. Children confidently choose activities in the well-organised and stimulating garden areas. Staff encourage children to independently select resources, and extend their learning well. For example, children enjoy stories and make links to the real world in discussions. Staff encourage children's involvement well and use a range of techniques to develop their communication and language skills. For example, staff use lots of questions to enhance children's speaking and listening skills. Children develop good early letter recognition and writing skills. They learn about the sounds letters make and use a variety of resources for mark making. Staff promote children's sense of belonging as they display children's work and photographs to enable them to revisit learning experiences. Staff actively engage and involve parents in children's learning. For example, they invite parents in for regular events and encourage contributions to the learning records.

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

The staff maintain good relationships with children, who arrive happy, engage quickly in activities and enjoy learning through play. Children seek out staff and offer spontaneous acts of affection, such as hugs, or start conversations. Staff encourage discussions that help children understand the importance of caring for others and living things. For example, as they participate in bug hunts. Staff have good relationships with outside agencies and other settings to help promote children's learning. Staff prepare children effectively for their move to school, through visits and the sharing of information on children's development and interests. This provides consistency of care.

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

Staff complete daily risk assessments to ensure that learning environments are safe and secure. The management monitors and reviews the provision regularly. They continue to make positive changes to improve the environment and quality of teaching for children. For example, improvements made to the outdoor play area successfully engage children in physical play and learning during all weathers. The manager follows effective procedures to ensure the suitability of staff. She supports and encourages staff's professional development well through regular training, observations and supervision. The staff continue to develop their knowledge. This has a positive impact on learning outcomes for all children, who remain stimulated and motivated. Management and staff accurately monitor children's progress and plan their learning. As a result, all children make good progress.

## Setting details

<b>Unique reference number</b>	EY301539
<b>Local authority</b>	Kent
<b>Inspection number</b>	834055
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Alison Lee O'Hara
<b>Date of previous inspection</b>	26 November 2009
<b>Telephone number</b>	07958 528808

Top Banana Pre-school registered in 2005. It operates from one room in the Memorial Pavillion, in Seal, Kent. The pre-school is open each weekday, from 9am to 3pm, during school term times only. It receives funding for free early education for children aged two, three and four years. The pre-school employs six staff, five of whom hold appropriate early years qualifications. One member of staff has Early Years Professional Status.

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