

Banana Moon Day Nursery Stoke Poges

Chiltern House, Bells Hill, Slough, SL2 4EG



Inspection date

12 January 2016

Previous inspection date

23 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers have worked hard to address all previous actions to make improvements. Staff receive good support and monitoring to strengthen their developing practice and self-evaluation, and advice from others is used effectively. This helps to provide better opportunities for children.
- The quality of teaching is good. Staff carry out assessments of children's learning across all areas and use these effectively to plan interesting activities to support children's development. Children make effective progress in relation to their initial starting points.
- Staff have good relationships with parents. These support information sharing about children to help provide continuity of care and learning.
- Staff have good bonds with children. Children feel safe and secure, and settle quickly when they first start the nursery.
- Children have good opportunities to recognise letters and sounds, and staff effectively support them to develop their early reading and mathematical skills.

It is not yet outstanding because:

- Staff do not consider all ways to support children to explore technology, to fully develop their learning and enjoyment.
- Babies' access to resources is occasionally restricted, meaning they cannot easily be encouraged to make choices for themselves.

What the setting needs to do to improve further

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

- provide more opportunities for children to use technology, to further support their learning in this area
- review the arrangement of resources in the baby room to make sure babies can make more choices and follow their own interests.

Inspection activities

- The inspector looked at areas of the nursery that children use.
- The views of parents were gained through discussion and written comments.
- A joint observation was carried out with the manager and staff's interactions with children were observed.
- The inspector looked at written documentation and policies.
- The inspector spoke to leaders, managers and staff to determine their knowledge of the requirements.

Inspector

Sara Hope

Inspection findings

Effectiveness of the leadership and management is good

Managers are dedicated to improving the standards across the nursery. The environments and resources are checked and reviewed ongoing to make sure they are safe for children. The nursery is secure and good measures have been taken to reduce risks to children. Safeguarding is effective. Staff are confident and knowledgeable about how to identify and report concerns about children's welfare. Recruitment is robust and managers effectively check the ongoing suitability of staff. This helps to keep children safe from harm. Staff help children to keep themselves safe. For example, they practise emergency evacuations with children and remind them about dangers. Staff build good relationships with other professionals. This provides better opportunities to share information about children's learning, to reduce gaps quickly.

Quality of teaching, learning and assessment is good

Staff encourage children's communication development well. They ask children suitable questions to help them to extend their thinking and to build on their existing language. Staff have high, realistic expectations of what children can achieve and plan interesting activities to extend their capabilities and interests. Children have good opportunities to develop their physical skills. For example, they enjoy using indoor and outdoor spaces to move around, balance and use ride-on toys. Staff provide effective chances for children to interact and socialise with others. For instance, children often mix with other groups when they eat together in the canteen and use the garden. Staff talk to children about different cultures and people from around the world. This helps children to develop an awareness of diversity.

Personal development, behaviour and welfare are good

Staff promote positive behaviour. For example, they remind children to use their manners and to follow the rules, and they praise good behaviour. Children behave well. Staff provide good opportunities for children to be healthy and to learn about healthy lifestyles. For instance, meals are planned well to meet all children's needs. Children have access to fresh drinking water at all times and staff are quick to replace this as needed. Older children learn to use the toilet and wash their hands without adult intervention. Staff make sure that children have good opportunities to rest and sleep as needed. They prepare children well for their moves within the nursery and to go to school. For example, they visit new rooms with the children, invite teachers in to meet them and talk to them about what to expect when they go to school. This helps to prepare children well for change.

Outcomes for children are good

Children, including those with English as an additional language and special educational needs, make good progress in preparation for all future learning.

Setting details

Unique reference number	EY480926
Local authority	Buckinghamshire
Inspection number	1023766
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	84
Number of children on roll	69
Name of provider	Shiny Stars Ltd
Date of previous inspection	23 July 2015
Telephone number	07956307200

Banana Moon Day Nursery Stoke Poges registered in 2014. The nursery operates between Monday and Friday from 7.30am to 6.30pm, for 51 weeks a year. There are 19 members of staff employed to work with children; of these, 13 have relevant childcare qualifications between level 2 and level 6, and a further two staff members hold Early Years Professional Status.

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