

Banana Moon Day Nursery Longford

1-3 Bedlam Lane, Longford, Coventry, CV6 6AR



Inspection date

12 August 2016

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------|---|
| | Previous inspection: | Not applicable | |
| 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

- Teaching is good. Staff have a good knowledge of how children learn and provide a wide range of play opportunities and experiences that interests, challenges and motivates children.
- Children form strong attachments with staff. Time is spent settling them into the nursery, enabling close relationships to form. Parents give a detailed insight to their child's needs and abilities to enable staff to plan effectively for their individual needs.
- Children benefit from plenty of fresh air and physical exercise each day. They lead their own play and choose if they wish to play inside or outdoors.
- Children remain safe. Staff are vigilant to the safety and well-being of the children. They encourage children to think about their own safety and to use small tools appropriately.
- Children's emotional well-being is nurtured as staff support children through their transition from one room to another and on to school. Children engage in learning opportunities that support them to develop the essential skills needed to become confident, independent young people.

It is not yet outstanding because:

- Staff do not make the best use of the wide range of resources they have to promote children's growing sense of self and family. While children enjoy using this effectively with staff, they are not always freely accessible to children to lead their own learning.
- Children do not have opportunity to engage in a wider variety of imaginative role play based on their own first-hand experiences.

What the setting needs to do to improve further

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

- support children more effectively in leading their own learning as they develop a sense of self and their immediate families and relations
- enhance opportunities for children to extend their imagination and recreate their own experiences.

Inspection activities

- The inspector observed activities in all of the play areas, the outside learning environment and conducted a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of comments on questionnaires obtained by the manager.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management is good

Robust arrangements are in place for the recruitment, selection and ongoing professional development of staff. Procedures for ensuring the ongoing suitability and monitoring of staff's practice are in place. Training and development are given high priority. Self-evaluation feeds into the ongoing development of the nursery. The views of staff, parents and children are evaluated and clear targets are set to enhance the provision. The arrangements for safeguarding are effective. Staff are secure in their knowledge of the signs of abuse and neglect. Clear procedures enable them to share their concerns about a child in their care in order to keep them safe. Partnership working with parents and other professionals involved in children's lives is a crucial part of the nursery's approach. This ensures continuity of care for all children.

Quality of teaching, learning and assessment is good

Staff build strong relationships with children, who show through their behaviour that they feel relaxed, happy and safe within the nursery. Staff undertake detailed observations, assessments and identification of children's individual future learning needs to enable them to plan effectively to support their progress. Children's communication and language skills are supported well. Staff use repetition and modelling of language to support younger children's emerging speech. Older children confidently talk about events and activities they have been involved in. Children of all ages make marks in a variety of ways. They see print throughout the nursery and freely access books. Children build their counting skills in everyday situations. They sing songs and rhymes that encourage simple addition and subtraction and older children confidently recognise numbers and place them in numerical order.

Personal development, behaviour and welfare are good

Children are kind, courteous and caring towards their friends and staff. They understand the need to share, take turns and negotiate for things they would like. Children's confidence and self-esteem are supported really well by staff. They praise and recognise children's achievements. Children develop a good awareness of their own health and well-being. They talk about foods that are good and bad for their bodies and learn to use cutting utensils safely as they cut fruit in readiness for creating their own fruit drinks. Children explore the outdoors and build an awareness of the living world. They become aware of their environment and the community around them through visits in the local area.

Outcomes for children are good

All children are making good progress given their starting points. Comprehensive information gathered from parents and clear observations and assessments of children's abilities ensure that staff successfully identify and target each child's needs. Children are well supported as they move through the nursery and on to school. Staff see each child as a unique individual and support them by taking account of their individual learning and developmental needs.

Setting details

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|--|--------------------------|
| Unique reference number | EY487466 |
| Local authority | Coventry |
| Inspection number | 1012595 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 5 |
| Total number of places | 36 |
| Number of children on roll | 56 |
| Name of registered person | C & K Child Care Limited |
| Registered person unique reference number | RP534459 |
| Date of previous inspection | Not applicable |
| Telephone number | 02476685669 |

Banana Moon Day Nursery Longford was registered in 2015. A team of 10 staff are employed to work with the children, all of whom hold early years qualifications at level 2 or level 3. One member of staff holds early years professional status. The nursery is open Monday to Friday, throughout the year from 7.30am to 6pm. Funded early education is provided for two-, three- and four-year-old children. The nursery provides care for children who have special educational needs or disability.

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