

# Banana Moon Day Nursery

The Old Vicarage, 132 Bedford Road, Kempston, Bedford, Bedfordshire, MK42 8BQ



## Inspection date

13 December 2016

Previous inspection date

6 July 2016

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

- The manager has worked hard to support and recruit staff. She shares her enthusiasm with them so that they are committed to implementing sustainable changes. This has played a significant part in developing the nursery since the last inspection.
- The manager supports staff in using any new knowledge gained from training. Staff now confidently assess children as they play. They use this information, alongside a clear understanding of children's interests, to accurately inform activity planning. Children eagerly participate in activities that motivate and challenge them.
- Children participate in activities that help them to understand their community and feel part of it. For example, they visit the library, park and post office. These visits also support children in understanding diversity in the wider world.
- The manager frequently reviews each child's progress and supports staff in addressing any weaker areas. The inclusion of numbers and counting in everyday play means that children demonstrate confidence and understanding of this area of learning.
- Staff now support children well in understanding how to keep themselves safe and healthy. For example, children help themselves to tissues to blow their noses and older children help to carry out some of the daily risk assessments.

### It is not yet outstanding because:

- Staff do not always obtain and fully use all information from parents about their children's progress at home in order to enrich the activity planning.
- Staff do not always offer as many outdoor learning opportunities in order to fully extend the development of those children who prefer to learn outside.

## What the setting needs to do to improve further

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

- extend the methods for obtaining and using information from parents about their child's learning and development at home
- enhance the use of the outdoor area to offer children who prefer to learn outside further play and learning opportunities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager. She talked with staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the nursery manager, the quality improvement officer and the quality improvement adviser.
- The inspector discussed relevant documentation, such as the self-evaluation, and viewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Kelly Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

The nursery manager works well with advisory professionals and has successfully addressed all actions from the previous inspection. She now offers staff practical supervision to support their developing practice. Staff who have higher-level qualifications are good role models, providing guidance to others. Arrangements for safeguarding are effective. Staff regularly refresh their training in this area. There are clear procedures to ensure that any safeguarding concerns are managed efficiently and are reported to the appropriate authority. The manager has a good knowledge of each child and makes effective use of additional funding to promote children's development. Improved self-evaluation procedures enable the manager to make pertinent improvements and to check that all legal requirements are consistently met. Staff exchange information with other childcare providers so that children move smoothly between settings.

### Quality of teaching, learning and assessment is good

Staff interact well with children and vary the activities to meet each child's needs. Children playing with small toy bears develop their mathematical skills as they count these and sort them according to size. They also develop their small-muscle skills as they use tweezers to pick up the bears. Staff make good use of children's interests as a way of building on their knowledge. After noting children's interest in mini-beasts, staff offer further resources. Children become engrossed as they use magnifying glasses to examine insects. They then look at related books and compare life cycles of insects and animals. Staff now effectively plan children's next steps and use these to inform the planning. For example, young children develop their language skills and learn to explore as they play with a tray of artificial snow. Staff encourage them to describe the texture and to build with it.

### Personal development, behaviour and welfare are good

Staff demonstrate positive, caring approaches and children mirror these. Children learn to manage their behaviour as staff talk with them about this, helping them to understand their emotions. Staff use the key-person system well to work in partnership with parents. They gain a practical understanding of children's initial needs and offer parents ideas to extend their children's learning at home. Children quickly settle and build secure bonds with staff. They enjoy opportunities to share their work with their peers and so learn to celebrate their own and other people's achievements. Staff encourage children to talk about their play and review their learning. These daily opportunities help to build children's self-esteem and emotional well-being in readiness for school.

### Outcomes for children are good

The consistent use of effective teaching techniques means that all children make good progress. Staff support children well so that they develop the skills that underpin their learning and prepare them for school. Children who speak English as an additional language develop essential communication skills. For example, children enjoy interacting with others during imaginary play. They use the vocabulary that staff have supported them in learning, quickly developing this into simple sentences to describe and organise their play.

## Setting details

<b>Unique reference number</b>	EY481079
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	1060715
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Omni People Limited
<b>Registered person unique reference number</b>	RP533929
<b>Date of previous inspection</b>	6 July 2016
<b>Telephone number</b>	01234 855 492

Banana Moon Day Nursery was registered in 2015. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and 13 hold qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. They provide care for children who speak English as an additional language.

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