

# Banana Moon Day Nursery

Manor Farm Court, Manor Road, Lower Sundon, Bedfordshire, LU3 3NZ



## Inspection date

10 January 2017

Previous inspection date

17 June 2013

| The quality and standards of the early years provision | This inspection:     | Good | 2 |
|--|----------------------|------|---|
|  | Previous inspection: | Good | 2 |
| 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

- Staff confidently implement good teaching techniques. They observe children and know them well, accurately identifying their needs and interests and including these in their practical daily activity planning. Children participate in challenging activities that support them in developing essential knowledge and skills in readiness for school.
- The manager and staff continue to develop their practice. They complete a wide variety of training and put their new knowledge into practice. For example, they have reviewed the treasure baskets for younger children. These are now easily accessible to children and contain exciting items for them to explore.
- Staff support parents in extending children's learning. For example, they provide resources for activities, such as simple scientific experiments, that parents and children can start at home. Children bring these back to nursery and consider the outcomes.
- The manager uses robust procedures to monitor children's progress. She accurately notes any weaker areas and acts quickly to address these. Staff now offer children under two years old more resources that support them in using all their senses, such as touch, smell and hearing, when exploring.
- Practical daily routines support children in understanding one another and learning to work together. Children enjoy group discussions, where they learn to listen and respect each other's views. This helps prepare children for playing an active role in their community and in society.

### It is not yet outstanding because:

- Staff do not always offer as many outdoor learning opportunities in order to fully extend the development of those children under two who prefer to learn outside.
- Children are not always offered opportunities that support them in making marks and developing their early writing skills.

## **What the setting needs to do to improve further**

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

- enhance the use of the outdoor area to offer further play and learning opportunities to children under two years old who prefer to learn outside
- extend the opportunities that support children in making marks and developing their early writing skills.

### **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 joint observations with the manager and the interim manager to cover maternity leave. She talked with staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the manager, the interim manager and company's quality improvement adviser.
- The inspector looked at relevant documentation, discussed the nursery's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also viewed written feedback from parents.

### **Inspector**

Kelly Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses her qualification well to support staff and offer them practical supervision. Her good knowledge of each child ensures that she makes effective use of additional funding to promote their development. Arrangements for safeguarding are effective. Staff regularly complete training in order to keep up to date with local and national policies. They have a good understanding of how to report concerns about children's welfare. The manager and staff conscientiously evaluate their work and use this information to inform changes. Staff now work well with other childcare providers so that children's care is consistent and the promotion of their development is not interrupted as they move between settings.

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

Staff are well supported by the manager and now make greater use of opportunities to encourage children's speech. For example, younger children enjoy making banana and oat biscuits. The staff member speaks clearly as she names the ingredients and utensils, encouraging the children to repeat these words. At the end of the activity she reminds children what they have been doing and they eagerly remember the new vocabulary. Older children enjoy many opportunities to play and learn outside. For example, they walk to a wooded area and talk about the habitat of animals and birds. They make bird feeders and the staff member introduces the concept of a national bird charity and a current scheme to watch garden birds. Activities such as this support children in developing their understanding of the natural world and how they can care for this. However, younger children who prefer to learn outside are not consistently offered these opportunities.

### Personal development, behaviour and welfare are good

Good procedures for gathering information from parents mean that staff understand children's needs and start building positive relationships with them as soon as they start attending. Staff ensure that the daily routine reflects children's needs so that they are comfortable and happy. Children quickly build secure bonds with their key person and other adults. Staff work sensitively with children and help them to understand and manage their behaviour. Staff talk with children at mealtimes about the foods they are eating, helping them to understand the importance of a healthy diet. Children enjoy activities, such as climbing and balancing on the climbing frame, that support their physical development. Staff build children's confidence and self-esteem. For example, they support individual children in standing up and telling other children their news from home.

### Outcomes for children are good

Staff support children well so that all make good progress given their starting points. Children develop the skills that underpin their learning and prepare them for school. They enjoy working individually with staff members and in small groups. For example, children learn to concentrate on tasks and to take turns as they sit down to explore items hidden in a bag. Activities such as these particularly support children who have special educational needs. They develop important social and communication skills that support their future learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY430621  |
| <b>Local authority</b>                           | Central Bedfordshire                                |
| <b>Inspection number</b>                         | 1065712   |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 34  |
| <b>Number of children on roll</b>                | 53  |
| <b>Name of registered person</b>                 | Bearne Child Care Limited                           |
| <b>Registered person unique reference number</b> | RP906045  |
| <b>Date of previous inspection</b>               | 17 June 2013  |
| <b>Telephone number</b>                          | 01525 874 114 or 07783358538                        |

Banana Moon Day Nursery was registered in 2011. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one who has early years professional status. The nursery opens from Monday to Friday all year round, with the exception of one week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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