

# Banana Moon Day Nursery Baddesley Ensor

Little Brum, Baddesley Ensor, Grendon, Warwickshire, CV9 2ET



## Inspection date

2 March 2017

Previous inspection date

24 September 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

- The newly appointed managers have high expectations. They regularly reflect on the provision and devise action plans to help drive improvements forward in pursuit of excellence. A parents' forum has been set up to give parents the opportunity to exchange their ideas and discuss the future developments of the nursery. Parents are very happy with the quality of care their children receive.
- Staff know the children well and provide interesting learning activities that encourage children to try out new experiences and test their ideas. For example, children enjoy finding numbered keys and using these to open corresponding locks. They also like exploring in the sensory area and carefully pick up small objects with tweezers, helping to enhance their dexterity.
- Clear links with local schools that children move on to are established. Teachers visit the nursery and detailed information about the children's achievements, interests and learning style is exchanged. Various school uniforms are available in the role play area and booklets including photographs of the different schools they are going to are shared with the children.

### It is not yet outstanding because:

- Staff are not providing enough experiences to help children develop a deeper understanding of similarities and differences beyond their immediate families.
- Professional development opportunities for staff are not focused precisely enough on helping them to gain expert teaching skills and raise the quality of children's learning to outstanding levels.

## What the setting needs to do to improve further

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

- provide even more ways to help promote children's understanding of the similarities and differences of people, families and communities beyond their own experiences
- enrich opportunities for staff to shape their professional development, gaining expertise and increasing the potential to deliver the highest-quality teaching and excellent outcomes for children.

### 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the nursery manager. She looked at relevant documentation and 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

Lucy Showell

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are appropriately deployed and clear contingency arrangements are in place to cover staff absences. Required adult-to-child ratios are met and children are supervised well. The arrangements for safeguarding are effective. Staff attend up-to-date training and are confident and knowledgeable about how to recognise the possible signs and symptoms of different types of abuse. They know how to protect children at risk of being exposed to extreme behaviours and views and who to contact if they have any concerns about a child's welfare. Children benefit from the positive partnerships that staff have with their parents and others involved with their care and learning. Valuable information is shared effectively, promoting a consistent approach in the nursery and elsewhere.

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

Key persons gather information from parents about what the children already know and can do when they first start at nursery. They combine this detail with their own observations to make robust assessments of children's starting points and plan effectively for the next stages in their learning. Staff evaluate the opportunities available, checking the impact these are having on the ongoing progress of individual and groups of children. This helps them to adapt the activities, carefully matching them to children's emerging needs and increasing the challenge. Parents attend special events and enjoy staying at the nursery to take part in various experiences and play opportunities with their children. They are also given information about activities they can continue at home to help widen their children's knowledge and skills.

### Personal development, behaviour and welfare are good

Staff provide a welcoming and caring environment. Children's welfare is fostered well and they show good awareness of their own and others' safety. They are encouraged to tidy up when they have finished and to take care of the resources and equipment. Children self-register, placing their photos on the board or putting a stick with their name on into a pot. They confidently make decisions about the activities that they want to play with both indoors and outside. Children follow good hygiene practices and their growing independence is encouraged with regard to toileting and handwashing. Staff are good role models. Children are becoming increasingly aware of the expectations for their conduct and respond well to consistent routines, gentle reminders and clear boundaries.

### Outcomes for children are good

All children make good progress given their starting points and develop the key skills they need in readiness for their future learning, leaving nursery well prepared for school. Children form trusting relationships with all staff and are comfortable in the nursery. They are confident, happy and demonstrate enthusiasm, helping them to foster a positive attitude towards further learning. Babies and young children enjoy investigating different resources with familiar staff close by to offer reassurance. Older children relish the praise they receive for their efforts, achievements and cooperation. They are keen to help staff to give out cups, plates and cutlery at mealtimes and patiently wait for their turn to serve their own food.

## Setting details

<b>Unique reference number</b>	EY461580
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1066836
<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>	32
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Monkey and Menace Ltd
<b>Registered person unique reference number</b>	RP531955
<b>Date of previous inspection</b>	24 September 2013
<b>Telephone number</b>	01827 711 742

Banana Moon Day Nursery Baddesley Ensor was registered in 2013. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and three at level 2. The nursery opens from Monday to Friday, except for bank holidays and a 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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