

Banana Moon Day Nursery Stoke Poges

CHILTERN HOUSE, Bells Hill, Slough, SL2 4EG



Inspection date

29 March 2017

Previous inspection date

12 January 2016

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 quality of teaching is good. Staff have a clear understanding of how to support children with their learning and development. Timely and appropriate interventions are put in place to help children who are at risk of falling behind their peers.
- Children are provided with a range of opportunities and experiences to gain an understanding of diversity, and the wider world beyond their immediate environment.
- Leaders and staff plan a wide range of experiences and activities for children across all areas of learning, in a stimulating and welcoming environment.
- Partnerships with parents is very effective. They receive regular and clear feedback about the progress their children are making in their learning, and understand how to support their child's development at home.
- Effective monitoring ensures that all children make progress in their learning from their starting points. This includes those who speak English as an additional language, and those with identified special educational needs.

It is not yet outstanding because:

- There is some scope to develop the planning of adult-led activities during the lunchtime routine, so that all children show high levels of engagement and motivation to learn.
- Arrangements to monitor the quality of teaching, such as peer observations, are not always wholly effective. Children do not routinely experience teaching that is of a very high quality.

What the setting needs to do to improve further

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

- review the provision of adult-led activities during the lunchtime routine, so that all children can follow their interests, and demonstrate consistently high levels of engagement
- develop the systems in place for the monitoring of staff practice to ensure that teaching is consistently of a very high quality.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both inside and outside.
- The inspector carried out a joint observation with the manager to assess how well the leadership team monitors the quality of staff practice.
- The inspector spoke to parents to gain their views on the quality of the care and teaching provided.
- The inspector sampled a range of documentation, including records of staff recruitment, policies and procedures and records of children's learning.
- The inspector spoke to staff about how they support children with their development, and how they implement the policies and procedures in place to keep children safe.

Inspector

Carla Roberts

Inspection findings

Effectiveness of the leadership and management is good

Leaders are committed to providing a high quality of teaching and care across the nursery. Self-evaluation is accurate and includes the views of parents. Managers take action to address any identified improvements through well-implemented action plans. For example, recent targeted support was provided to staff to improve their understanding of safeguarding. As a result, safeguarding is effective. Staff have a very clear understanding of what to do if they are concerned a child is at risk of being exposed to extremism. Clear and visible child protection policies provide clarity to staff and ensures they take prompt action. A well planned induction process for new staff ensures they have a clear understanding of their roles and responsibilities.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how to support and extend children's learning. They monitor children's development closely, and help them make progress in readiness for school. They ask questions to help children to think. They enjoy testing their ideas out in practice. For example, during a painting activity, children are encouraged to think and talk about what will happen when they mix certain paints together. Staff make effective use of props to engage pre-school children during story-time activities. They encourage children to take an active role as they take it in turns to hold "baby bear" and "daddy bear". Children learn to differentiate between sizes as staff ask them which sized bowl of porridge belongs to which bear. As a result, they show high levels of concentration, and are keen to get involved try things out for themselves.

Personal development, behaviour and welfare are good

Staff are vigilant to risks to children's health and safety. As a result, the areas where they play are clean and safe. Staff skilfully support younger children to keep themselves healthy. For example, after snacks they gently sing and act out rhymes to help babies learn how to wash their hands and faces with wet wipes. Staff act as good role models. They treat children with warmth and respect. As a result, children behave well and learn to share resources and take turns. Children enjoy a balanced and varied range of freshly prepared meals. Menus incorporate traditional meals from the wide range of cultural backgrounds of children who attend the setting. This gives them opportunities to reflect on and celebrate their differences.

Outcomes for children are good

Children enjoy their time at the setting and are busy, active learners. Some children are making higher than expected rates of progress in their learning. The layout of the environment supports them to independently access resources and follow their own interests. They learn about the world around them and use mathematical language as they role play, buying fruit and vegetables from the shop. They explore different shapes and textures during creative activities as they make hedgehogs with play dough, pasta shapes and stick-on eyes. Babies learn to take 'safe risks' and develop their growing physical skills in the purpose built soft play area. They independently explore the area as they run, climb and crawl through tunnels.

Setting details

Unique reference number	EY480926
Local authority	Buckinghamshire
Inspection number	1084010
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	85
Number of children on roll	74
Name of registered person	Shiny Stars Ltd
Registered person unique reference number	RP533915
Date of previous inspection	12 January 2016
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 11 members of staff employed to work with children. Of these, nine have relevant childcare qualifications between level 2 and level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

