

# Top Banana Pre School

Seal War, Memorial Pavillion, Seal, Recreation Ground, High Street, Sevenoaks,  
Kent, TN15 0AL



<b>Inspection date</b>	4 May 2017
Previous inspection date	22 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 manager and staff have worked well together to make improvements since the last inspection. For example, staff now provide many opportunities for children to become more independent in all areas of their learning and self-care.
- Children form strong relationships with their key person. Staff successfully gather all information when they first start, to help them settle quickly and develop well.
- Partnerships with parents and other professionals are good. Information is regularly shared and this helps children develop well with a joined up approach to their learning.
- Staff are good role models. They consistently explain acceptable behaviour and use good manners. Children behave well and are starting to understand boundaries and expectations. Staff praise children for their efforts, which helps them build confidence.
- Children are kind and tolerant towards each other. They explore the world around them through play and by using thoughtfully provided resources. As such, children are starting to learn about the differences and similarities in themselves and others.

### It is not yet outstanding because:

- Staff are sometimes too quick to give children the answers to the questions they ask. They do not give children the opportunity to think through their own answer or work out the solution to problems for themselves.
- Staff have not given enough consideration as to how well they organise the environment to fully support children's involvement in group activities, such as snack time.

## What the setting needs to do to improve further

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

- build further on staff's questioning skills so children are given more opportunities to think through answers and workout the solutions to problems for themselves
- give more consideration to the organisation of the environment to better support children's involvement in group activities, such as snack times.

### Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector spoke to parents, staff and children throughout the inspection.
- The inspector checked the suitability and qualifications of staff.
- The inspector observed children's play and staff interaction in both the indoor and outdoor environments.
- The inspector held a meeting with the manager.

### Inspector

Gwendolyn Andrews

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has high expectations for herself and for her staff team. She uses self-evaluation effectively to identify areas for improvement and change. She values the opinions of parents, staff and children to help consistently raise the quality of all aspects of the pre-school. Staff regularly attend training, discussions and meetings to improve their practice and help them achieve good outcomes for children. The leadership team monitors children's progress. Gaps in learning are quickly identified and support is provided to help children make good progress. Safeguarding is effective. All staff understand the importance of their role in helping to protect children's welfare. They know how to report concerns about a child in their care.

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

The staff team use good observations and assessments to plan next steps in learning for their key children. They provide resources and activities that help them in developing their language skills. For example, when children play with the farmyard, staff help them look at picture books to find the names of baby animals. Children use their imagination well as they make chocolates from the coloured playdough provided. Staff use what they learned at recent training to help children explore mathematics. For example, they introduce children to lots of shapes and mathematical language when playing with the bubbles in the garden. Staff support children's learning well and have a good knowledge of how to help them succeed.

### Personal development, behaviour and welfare are good

All children are settled and happy. The strong settling-in process helps them to become emotionally secure and to start to explore and participate in activities. The key-person system works well and staff work cooperatively as a team. The robust risk assessments help staff provide a safe and secure environment for the children to play in. This builds their self-esteem and helps children to become inquisitive in their surroundings. Staff are kind and respectful. Children express their feelings and are treated as individuals with their own unique personality.

### Outcomes for children are good

Children make good progress from their initial starting points. They are developing the necessary skills for their future learning or their move to school. They are engaged and motivated in their own learning and in the choices they make. For example, children access all resources independently and gain an awareness of their own likes and dislikes. They are considerate towards others and are developing good social skills that help them form friendships.

## Setting details

<b>Unique reference number</b>	EY301539
<b>Local authority</b>	Kent
<b>Inspection number</b>	1092226
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Alison Lee O'Hara
<b>Registered person unique reference number</b>	RP908475
<b>Date of previous inspection</b>	22 April 2015
<b>Telephone number</b>	07958 528808

Top Banana Pre School registered in 2005. The pre-school is open each weekday, from 9am to 3pm, during school terms only. It receives funding for free early education for children aged two, three and four years. The pre-school employs seven members of staff, four of whom hold appropriate early years qualifications at level 3. One member of staff has early years professional status.

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