

<b>Inspection date</b>	25 May 2017
Previous inspection date	20 March 2014

<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		Not applicable	

## Summary of key findings for parents

### This provision is good

- Children are happy. They develop warm bonds with their key person. This helps them to feel settled and secure.
- The well-qualified staff provide a welcoming and stimulating environment where children have access to a balanced range of easily accessible and enjoyable resources. Children make independent choices as they play.
- The manager and staff are positive role models. They help the children to consider the feelings and emotions of others, in order to support them to manage their behaviour appropriately. Consequently, the atmosphere is calm and friendly.
- The manager and staff are aware of the safeguarding and welfare requirements and keep up to date with current legislation. They know the procedures to follow if they have any child protection concerns.
- Children's physical development is very well supported. They have regular access to a large play frame and soft-play area. Staff are deployed effectively to support children to take risks and challenge themselves on the equipment. Consequently, children develop high levels of self-confidence.

### It is not yet outstanding because:

- The arrangements for the supervision and support of staff are not fully embedded, to clearly identify how individual staff members can raise the quality of their practice to the highest level.

## What the setting needs to do to improve further

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

- enhance the current arrangements for staff support and supervision and identify ways to raise the already good standard of practice to an even higher level.

### Inspection activities

- The inspector observed children playing inside.
- The inspector spoke to children, staff and took account of the views of parents via discussions and their written comments.
- The inspector sampled a range of documentation to help verify the suitability of staff.
- The inspector held a meeting with the manager.
- The inspector had a tour of the facilities.

### Inspector

Jemma Hudson

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a clear understanding of the action they should take if they suspect that a child is at risk of harm. This helps to keep all children safe and well protected. Recruitment and vetting arrangements are robust. The manager is well qualified and knowledgeable. She works hard to ensure that the requirements of the early years foundation stage are met. Her commitment to providing high-quality childcare has a positive impact on the quality of the provision and the enthusiasm of the staff. As a result, children receive good quality, fun activities where they continue to learn as they play. Systems to promote continuous improvement are strong. Staff gain feedback from children and parents, and they use this information to ensure that every child is effectively supported within the club. Partnerships with parents, schools and external agencies are established. This helps children to benefit from continuity of care and their individual needs are well met.

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

Staff have a good understanding of how to build on the learning children receive elsewhere. They provide interesting and stimulating resources to meet children's needs and capture their interests. Children enjoy accessing the range of activities provided. For example, they choose to make biscuits with play dough they have made. These experiences help to build on the knowledge and skills that children gain from school. Staff promote children's communication skills well. They ask children questions and give them the time they need to consider their answer and respond fully. Staff support children well during adult-led activities. For example, they move around small groups of children to provide any help or support that they may need, as the children make shakers using coloured rice and plastic bottles.

### Personal development, behaviour and welfare are good

Children receive a warm welcome at this friendly club. An effective key-person system ensures that the individual needs of each child and their family are met. Healthy lifestyles are promoted very effectively. Children are provided with a variety of healthy snacks and meals. They develop good hygiene practices and participate in a range of physical activities throughout the session. Children settle quickly on arrival and thoroughly enjoy being in the club. Staff are attentive, and build positive and caring relationships with the children. As a result, children are confident. Staff seek appropriate information from parents and others to ensure they are aware of the individuality of each child. Staff skilfully support children to take turns, share, play cooperatively and listen to each other. As a result, children behave well and are developing social skills and self-confidence.

## Setting details

<b>Unique reference number</b>	EY454773
<b>Local authority</b>	Essex
<b>Inspection number</b>	1088139
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	Go Bananas Play Company (2004) Limited
<b>Registered person unique reference number</b>	RP528974
<b>Date of previous inspection</b>	20 March 2014
<b>Telephone number</b>	01206761762

Go Bananas registered in 2012. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The manager holds qualified teacher status. The club opens from Monday to Friday, during school term time. Sessions are from 3pm until 6.30pm. The club supports children who speak English as an additional language.

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