

Banana Moon Day Nursery Chiswick

2 Bollo Lane, London, W4 5LE



Inspection date

3 August 2017

Previous inspection date

9 April 2014

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 sensitively and gently support new children to settle. For example, staff encourage new children's understanding of routines and support their independence, such as taking care of their belongings. Staff encourage established children to support new children. This helps new children develop their confidence effectively in a new situation.
- Partnerships with parents and outside professionals are strong. Effective communication supports continuity in children's care and learning needs. Parents speak highly of staff and management and the partnerships they have with them.
- Children engage in activities with enthusiasm. They confidently make choices about their play. For example, toddlers show great interest in using porridge oats and different-sized containers and tools and develop their physical skills effectively.
- Children learn about taking care of their bodies. For example, they receive visits by professionals, such as dentists, who help them learn about caring for their teeth.
- Staff know children well. They complete regular observations and assessments and plan for children's next steps in learning securely. Comprehensive group and individual tracking of children's progress quickly identifies any gaps in learning or the curriculum. Management and staff use this information effectively to help close any gaps.

It is not yet outstanding because:

- At times, some staff's interactions and some activities do not challenge children sufficiently to extend their learning further.
- On occasion, staff do not fully support babies' mealtime routines, in particular to help older babies to feed themselves independently.

What the setting needs to do to improve further

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

- develop the quality of some staff interactions and activities to ensure these are sufficiently challenging to extend children's learning further
- review and improve babies' mealtime routines, in particular to better support older babies to develop their self-feeding skills.

Inspection activities

- The inspector viewed a range of documents, including children's learning and development records, evidence of staff qualifications and records of their suitability, and policies and procedures.
- The inspector observed children's routines, activities and play experiences, and staff's interactions with them.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector completed joint observations with the manager and held meetings with the provider, manager, deputy manager and representatives from head office.
- The inspector gained the views of parents through sampling written information provided by them, including viewing parental surveys, and speaking to available parents on the day of the inspection.

Inspector

Sheena Bankier

Inspection findings

Effectiveness of the leadership and management is good

Managers are very committed to raising the quality of their provision. They use feedback from staff, children and parents effectively to evaluate their provision and carefully identify areas for improvement that raise outcomes further for children. Managers and staff implement a range of policies and procedures that promote children's health and safety, such as thoroughly monitoring children's well-being. Safeguarding is effective. The premises are secure and the manager closely monitors the entry to the nursery. Staff have an in-depth understanding of current safeguarding issues. They have a comprehensive knowledge of their safeguarding responsibilities. For example, staff know how to report any changes to their suitability and to manage any concerns about children or staff. Managers monitor the quality of teaching and staff practice well. They support staff effectively, which helps to develop their skills and knowledge. For example, they set targets for staff and offer training.

Quality of teaching, learning and assessment is good

Staff support children who have special educational needs and/or disabilities particularly well. For example, staff have completed specialist training to help them provide support and an environment that meets individual children's needs. They implement educational plans that target specific support for children's development. Staff plan a broad range of activities and, overall, these are well considered to support all children's learning. Staff teach older children letter sounds well and extend their learning to identify the sounds of two letters together, including matching these to written words. Staff help babies develop their vocabulary and language well. Babies enthusiastically enjoy mixing flour, paint and water with their hands while learning words such as 'sticky'.

Personal development, behaviour and welfare are good

Staff provide positive role models for children. They manage children's behaviour well and provide calm interactions. Children behave well and understand the daily routines and expectations of them. All children are happy and settled. They form good relationships with their key person, other staff and children. Children develop a strong sense of responsibility, such as getting a dustpan and brush to clean up after an activity. Older children sensitively learn about the world, such as protecting the environment. Children learn about how to keep themselves safe, for example, how to summon help in an emergency. They complete risk assessments that raise their awareness of how to keep themselves and others safe. Children enthusiastically take part in exercise that supports their good health. They learn to balance and climb and take risks.

Outcomes for children are good

Children develop skills ready for school or their next stage in learning. They learn to concentrate well. For example, toddlers sustain their interest and motivation for a long time during mud kitchen activities. They develop independence, such as fetching more water to mix with the mud. Older children learn to use mathematical language to describe what they see, such as size, and count and recognise numbers. Children make at least good progress from their starting points and some make even better progress.

Setting details

Unique reference number	EY466615
Local authority	Ealing
Inspection number	1069580
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	69
Number of children on roll	108
Name of registered person	First Years Childcare Ltd
Registered person unique reference number	RP532878
Date of previous inspection	9 April 2014
Telephone number	0208 747 6762

Banana Moon Day Nursery Chiswick registered in 2013. It is part of a nursery franchise called Banana Moon Day Nursery and is privately owned and managed by First Years Childcare Ltd. The nursery operates from a self-contained unit in Chiswick in the London Borough of Ealing. It is open Monday to Friday from 7.30am to 6.30pm for 51 weeks of the year, except for public bank holidays. The provider receives funding to provide free early years education for children aged three and four years. There are 22 staff who work directly with the children, including the manager. Of these, 14 hold recognised early qualifications at level 3 and five staff hold a qualification at level 2.

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