

# Banana Moon Rothwell

Springhead Road, Rothwell, LEEDS, LS26 0EX



## Inspection date

Previous inspection date

4 September 2017

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers have ambition and have worked steadfastly in their commitment to provide high-quality care and learning for children. They constantly evaluate the impact of their provision on children's development. They are quick to make changes to aid further improvement and help to ensure children's safety and well-being.
- Any gaps in children's learning and development are swiftly identified. All staff work closely with parents and outside agencies to aid early intervention and help ensure that all children make good progress from their starting points.
- Children are provided with bright and well-presented indoor and outdoor environments that are rich in opportunities for them to explore and learn in the way they prefer.
- Babies make very good use of the opportunities to move around independently while being well supervised. They quickly develop the confidence to follow their instincts and explore their environment.
- Children are friendly, polite and inquisitive. They are exceptionally well behaved and quickly learn to cooperate with others under the sensitive guidance of staff. A number of children are on their first week and have settled very quickly due to the care and attention of staff committed to making their transition as smooth as possible.
- Children make good progress and leave with the skills they need for school.

### It is not yet outstanding because:

- The quality of teaching has some outstanding aspects but this is not consistent throughout the setting. This means that some children do not make the rapid progress others do.

## What the setting needs to do to improve further

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

- explore ways to raise the quality of teaching to a consistently outstanding level and achieve excellent outcomes for all children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff. She discussed the managers' action plan for future development.
- The inspector took account of parents' views and spoke to children at appropriate times during the inspection.

### Inspector

June Rice

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of the procedures to implement in order to safeguard children. They confidently name types and symptoms of abuse and make it clear that keeping children safe is a priority. Recruitment procedures are robust and help to ensure that adults working with children are not only suitable but committed and interested in working with children. Staff are effectively deployed throughout the setting. This helps to ensure that any incidents or accidents are dealt with quickly and efficiently by staff trained in first-aid procedures. Parents comment that staff make them feel valued. They say that staff are always smiling and communicate very effectively. Parents say they are able to discuss even the most sensitive of issues in the knowledge it will remain confidential.

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

Parents are provided with regular opportunities to discuss children's progress and well-being in detail and with accurate assessments of their progress. Staff show a genuine interest in what children are doing and remain nearby to offer support and ideas without taking over. This helps to motivate children as they decide what to do next. Staff in the baby room introduce babies to activities that encourage them to use all their senses. Babies respond to staff, who give lots of eye contact, use facial expressions and babble back to them. The extra support children who have special educational needs and/or disabilities receive ensures they enjoy learning and helps them to make the best progress they can.

### Personal development, behaviour and welfare are outstanding

Staff waste no time getting to know the families and quickly establish excellent working relationships with parents. Children clearly benefit from the close bonds and caring relationships that exist between them and their key person. This helps to secure their regular attendance. Babies' individual needs are exceptionally well met. A warm, quiet, dedicated sleep room aids their rest and sleep perfectly. Restless babies are quickly settled by caring staff who know exactly how to soothe and reassure each one. Babies are held while being bottle fed and receive lots of cuddles. Staff are very keen to ensure that children are emotionally prepared for school. They invite the teachers into the nursery, show photographs of the school and talk about what to expect. Staff are excellent role models and teach children to be kind and respectful towards others.

### Outcomes for children are good

Without exception, all children are active and interested learners who are confident in their own abilities. They are definite about what they want to do and quickly become engrossed in their chosen activity. Children are good communicators; they ask questions and listen to what others say. Children enjoy the challenge of physical activity and use a range of tools competently. They use their thought processes and mathematical skills to erect a camouflage tent and use wooden slats to construct an intricate car run.

## Setting details

<b>Unique reference number</b>	EY495333
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1112227
<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 - 5
<b>Total number of places</b>	64
<b>Number of children on roll</b>	109
<b>Name of registered person</b>	Minnanjey Daycare Limited
<b>Registered person unique reference number</b>	RP909399
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07748104941

Banana Moon Rothwell registered in 2016 and is situated in Rothwell, West Yorkshire. It is managed by Minnanjey Day Care Limited. The setting employs 20 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above, including one with early years teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and one 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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