

# Banana Moon Day Nursery Billericay

The Stables, London Road, Billericay, CM12 9HS



## Inspection date

16 January 2018

Previous inspection date

8 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Since the last inspection good standards have not been maintained. Weaknesses in practice are not addressed quickly enough and some still remain.
- Opportunities for children in the toddler room to move freely and comfortably, and explore the environment, is hindered because the space requirements are not met and the layout of the room does not meet children's needs.
- Staff in the toddler and pre-school rooms are not deployed effectively to support children to join in with activities.
- There are some weaknesses in teaching. Activities provided are not consistently well-planned to engage all children in learning. At some times of the day in the toddler and pre-school room staff are too busy meeting the physical and emotional care needs of children rather than focusing on teaching.

### It has the following strengths

- Babies receive kind and sensitive care from staff who are attentive. This helps them to form secure attachments and promotes their good development.
- The outdoor area is stimulating. All children enjoy using this for fresh air and exercise in all weathers. Staff ensure they are protected from the weather. They regularly check they are warm enough on cold days.
- Staff teach older children about safety in the wider world. They confidently speak about car and road safety during a planned activity.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ meet the space requirements and ensure the environment is organised in a way that meets the needs of children</li> </ul>	02/05/2018
<ul style="list-style-type: none"> <li>■ deploy staff effectively to meet the needs of children</li> </ul>	02/05/2018
<ul style="list-style-type: none"> <li>■ improve the quality of teaching to ensure that activities and teaching reflects the interests and stage of development of children to encourage their sustained engagement in learning</li> </ul>	02/05/2018

### Inspection activities

- The inspectors observed general play and routines in the rooms of the nursery indoors and outside. They talked with staff and children at appropriate times throughout the inspection.
- The inspectors looked at evidence of the suitability of staff members, and a range of other documentation. First-aid and safeguarding training certificates were viewed.
- The inspectors held joint discussions with the manager, deputy manager and quality improvement manager in relation to observations of the children's play, learning and progress.
- The inspectors reviewed the provider's self-evaluation.
- An inspector spoke with parents and took account of their views.
- An inspector carried out a joint evaluation of an activity with the manager.

### Inspectors

Michelle Giles / Kate Hipperson

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

There have been incidents of poor practice when staff have failed to use positive behaviour management and children have eaten food they are intolerant to. Action was taken to address these issues by the management team, but they had not identified these concerns quickly enough to prevent them from happening. Further weaknesses were identified at this inspection. Safeguarding is effective. Practitioners, including agency staff, receive an induction to the nursery. Management diligently notify Ofsted of incidents where necessary. They carry out effective recruitment procedures to ensure staff working with children are suitable for their role. Management regularly seek the views of staff, parents and children to inform some positive changes. For example, they run a parent's forum to support improvements.

### **Quality of teaching, learning and assessment requires improvement**

Staff in the toddler and pre-school rooms are too busy at routine times of the day, for example mealtimes, nappy changing and toileting. This leads to children becoming unsettled and young children are not always provided with enough stimulating activities to maintain their interests. However, other planned activities do engage children in purposeful learning that promotes development. For example, during circle time children talk about road safety and how they have learnt to keep themselves safe. Staff in the pre-school and baby room know where children are in their learning. They plan for the next steps in their development and set them appropriate challenge. Children's early literacy is supported. For example, staff sing nursery rhymes to babies.

### **Personal development, behaviour and welfare require improvement**

Staff help children to separate confidently from their parents. They work together to help children settle when they change rooms within the nursery and staff routinely share information with parents about children's care. Staff comfort children when they become unsettled. However, they spend long periods of time sitting on adult's laps and miss opportunities to learn and socialise with their friends. Children generally behave well. Staff encourage children to develop their independence. Management regularly review any accidents or incidents and make necessary changes to the environment. This promotes children's safety. Procedures in place to manage food intolerances and allergies have improved. The food that the nursery provides is varied and children learn how to make healthy choices.

### **Outcomes for children require improvement**

Children are making some progress in their learning, but too few children make better than typical progress from their starting points. Some children are confident and demonstrate social behaviour. The least able children catch up with their peers over time. Children particularly enjoy time outdoors and become engrossed in scooping water from a big puddle into buckets. Children become independent, serving their own food, putting their outdoor clothing on and off and tidying up. Babies develop physically, pulling themselves up, crawling and walking. Children's smaller movements are good for example they use paints and shape dough. This prepares them well for their onward learning.

## Setting details

<b>Unique reference number</b>	EY474159
<b>Local authority</b>	Essex
<b>Inspection number</b>	1132959
<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>	63
<b>Number of children on roll</b>	141
<b>Name of registered person</b>	Go Leisure Limited
<b>Registered person unique reference number</b>	RP533411
<b>Date of previous inspection</b>	8 July 2014
<b>Telephone number</b>	01277651007

Banana Moon Day Nursery Billericay was registered in 2014. The nursery employs 21 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 or above. The nursery opens 51 weeks a year. Sessions are from 7am until 7pm. The nursery provides funded early education for two-,three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and / or disabilities.

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.

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