

Banana Moon Day Nursery Beenham

Beenham Grange, Reading RG7 5PX



Inspection date	1 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision requires improvement. It is not yet good because:

- Leaders and managers do not monitor the quality of teaching closely enough. As a result, teaching is inconsistent and some aspects of children's learning are not fully supported.
- Staff do not support children who have special educational needs as well as they could do. They do not use strategies with the children that they have been given by outside agencies. As a result, not all children are making the best progress that they could be.
- Staff do not ensure the routine of the day supports all children to stay motivated and engaged to support their learning and development. In particular, children spend long periods of time waiting for mealtimes and preparation of activities.

It has the following strengths

- Leaders and managers know the areas of the nursery that require development and are committed to making these improvements. They have an action plan in place to support them to raise the quality of the provision.
- Children are happy and enjoy their time playing with the staff and each other. They are greeted warmly into nursery, and younger children look to staff for reassurance, which supports their emotional well-being.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
plan and provide a broader range of activities and improve teaching so that all children are included and make good progress in all areas of learning	30/11/2018
strengthen the monitoring of teaching to review all staff and check that all children are making good progress, including those who have special educational needs.	30/11/2018

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

- strengthen partnerships with parents to ensure they are regularly informed about their child's learning and development, and how they can support them further at home
- review routines of the day and consider ways of reducing waiting times so that children have more time to play and engage in learning activities.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning during activities inside and outside.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspector carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspector talked to parents, staff and children during the inspection and took their views into account.
- The inspector looked at a range of documentation, including staff records and children's learning journals.

Inspector

Jayne Godden

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. The manager ensures that staff access regular child protection training. Staff are confident in their understanding of what to do if they have a concern about a child. The manager has a robust recruitment, vetting and supervision process in place. Staff offer regular activities to engage with parents and promote the activities of the nursery, such as parents forum and competitions. However, parents report they do not know where their child is in their learning and development or how to support them further at home.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent across the nursery. Children are not always provided with a broad range of activities that supports and challenges them in all areas of learning. For example, some staff skilfully encourage children to think for themselves and ask probing questions about 'cooking' in the role-play area. However, at other times staff ask children questions that they do not have the language ability to answer. Staff do not always plan activities that include all children. As a result, there are times throughout the day that the youngest children in the pre-school room are not engaged. They spend long periods of time wandering, and sometimes seem to 'get lost' amongst the older pre-school children.

Personal development, behaviour and welfare require improvement

Staff care for the children well. They respectfully ask children to change their nappies and chat and sing to the child throughout. Staff offer children lots of praise and encouragement, which promotes children's self-esteem. Children have opportunities to engage in physical play throughout the day. For example, babies climb up the low level slide and learn to manoeuvre themselves carefully to successfully slide down the other side. Older children ride on trikes outside, and use tyres to make dens. Mealtimes are a social experience and children serve themselves. However, children have to wait a very long time for their turn and most of the food is cold before they are all ready to begin eating. This results in many children becoming restless and bored.

Outcomes for children require improvement

Teaching is not focused enough to ensure that every child is making the best possible progress in their learning and development from their starting points. However, there are some children who are making good progress and gaining essential skills they require in their future learning. Babies confidently explore the low-level resources and move around freely choosing where they play. For instance, they sit themselves in a tray of flour, making marks with their fingers and letting the flour run through their hands. Older children are independent and play together well. They select resources easily and use their imaginations to role play one child's holiday. For example, children work together placing chairs in a line forming a train, which quickly turns into a plane to take them to see 'Mickey'.

Setting details

Unique reference number	EY550505
Local authority	West Berkshire
Inspection number	10078635
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	64
Number of children on roll	33
Name of registered person	Sunshine Corner Limited
Registered person unique reference number	RP910126
Date of previous inspection	Not applicable
Telephone number	01189714299

Banana Moon Day Nursery registered in 2017 and operates in Beenham, in West Berkshire. The nursery is open five days a week, all year round. Sessions are from 7.30am to 6.30pm. The nursery employs six members of staff, all are qualified to at least level 3.

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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