

# Banana Moon Day Nursery Caversham

371 Gosbrook Road, Caversham, Reading RG4 8ED



<b>Inspection date</b>	11 February 2019
Previous inspection date	22 August 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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

- The manager has taken effective action to address the areas for improvement identified at the last inspection. They have developed effective systems to monitor the quality of the provision. As a result, the requirements of the early years foundation stage are met.
- Staff are caring and nurturing. They are sensitive to children's needs and understand when they need reassurance or further support, for example when children are new to the nursery or are unwell.
- Parents are happy with the care their children receive. They value the daily feedback they obtain from their child's key person. Parents of children who are learning English as an additional language feel that staff support their children's language development well.
- Children arrive happily into nursery and settle quickly. They are independent as they explore the environment and initiate their own play. Children achieve well during their time in the nursery. They gain the knowledge and skills they need to succeed in their future learning, including their move to school.
- Staff benefit from regular supervision and observations of their practice. The manager uses these opportunities well to support staff and identify further training needs. This has a positive impact on children's outcomes.
- At times, some staff do not extend their discussions with children or encourage them to express their thoughts and views to increase their learning opportunities.

## What the setting needs to do to improve further

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

- support staff to recognise when to offer more encouragement for children to express their views and ideas to develop their problem-solving skills
- continue to monitor the quality of teaching to ensure it is of the highest standard.

### Inspection activities

- The inspectors observed the quality of teaching and support for children's learning both indoors and outdoors.
- The inspectors assessed how well leaders and staff understand and implement nursery policies, and how they monitor children's learning.
- The inspectors carried out a joint observation to assess how well leaders monitor the quality of teaching.
- The inspectors looked at a sample of documents, including children's records, safeguarding records and staff training certificates.
- The inspectors talked to parents, staff and children during the inspection and took their views into account.

### Inspectors

Teresa Newman  
Kelly Marchmont

## Inspection findings

### Effectiveness of leadership and management is good

The manager has formed successful partnerships with other services in order to raise the standards of the care and education for children who attend the nursery. For example, the staff team has worked with the local authority to improve its understanding of how to manage children's behaviour. The arrangements for safeguarding are effective. Staff have a sound understanding of safeguarding, including how to identify, record and respond to safeguarding issues. The manager completes thorough recruitment and vetting procedures to ensure that staff are suitable to work with children. Staff have an accurate picture of how groups of children are developing. This means they can quickly identify any gaps in learning in order to make sure that all groups of children are making good progress.

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

Staff make accurate assessments of what children can do and use these to plan activities. As a result, children are engaged and excited in their learning from a young age. Staff follow children's interests and use them effectively to enhance their learning. For example, older children enjoy taking part in mathematical challenges and identify shapes in pictures. Staff use these opportunities well to increase children's vocabulary as they talk about the properties of an octagon. Older children have good opportunities to develop their literacy skills. They are beginning to recognise and write their own names, as well as their friends'. Staff help babies to develop their communication skills effectively. For example, babies delight in exploring bubbles and clap excitedly as staff give them encouragement to blow the bubbles.

### Personal development, behaviour and welfare are good

Children are caring and considerate towards each other. Older children can moderate their own behaviour and are learning how to take turns. For example, they successfully use a sand timer to tell their friends when it is their turn to use a resource. Staff use positive messages to help children understand the rules of the nursery. This supports children's self-esteem well. Younger children have opportunities to develop their independence at mealtimes as they lay the table and serve themselves healthy and nutritious meals. The effective key-person system supports good transitions for children between each room in the nursery and on to school.

### Outcomes for children are good

Children are learning how to be ready for their next stage in learning. Older children enjoy spending time in the garden. They develop their physical skills and imagination well as they run and jump over 'hot lava rivers' in the garden. Younger children show fascination as they explore the texture of foam on their hands. Babies are becoming confident communicators and are able to express their needs.

## Setting details

<b>Unique reference number</b>	EY501395
<b>Local authority</b>	Reading
<b>Inspection number</b>	10077905
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	74
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Sunshine Corner Limited
<b>Registered person unique reference number</b>	RP910126
<b>Date of previous inspection</b>	22 August 2018
<b>Telephone number</b>	01189475502

Banana Moon Day Nursery Caversham registered in September 2016. It is located in the Caversham area of Reading, in Berkshire. The nursery is open each weekday from 7.30am to 6.30pm, throughout the year, with the exception of one week between Christmas and New Year. The nursery provides free early education for children aged three and four years. The nursery employs 14 staff, 12 of whom hold relevant childcare qualifications at level 2 or above.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

