

# Inspection of Banana Moon Day Nursery Beenham

Beenham Grange, Reading RG7 5PX

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Inspection date: 29 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff provide a welcoming and secure environment where children feel safe. The provider has installed a high level of security at the nursery. Staff carry out regular checks of the premises to make sure that there are no risks to children. For instance, they clear up in the rooms regularly to remove any trip hazards. Children have their own bedding to help to prevent cross-infection.

Children are happy and keen to take part in the activities on arrival. They enjoy playing with their friends. Children develop good levels of independence, particularly in their self-care skills. This helps to prepare them well for their eventual move to school. For example, children learn how to put on their coats, serve their meals and wash their hands after using the toilets. Even the youngest children are well supported to learn how to use wipes to clean their hands and faces after eating.

Staff have high expectations of children. They are good role models and help children to consider the impact of their actions on others. Staff demonstrate this when they gently remind the youngest children not to throw toys because they may accidentally hurt a friend. Staff are kind and nurturing with children, helping them to develop good levels of self-confidence and an enjoyment of learning.

### **What does the early years setting do well and what does it need to do better?**

- The provider and manager have a good vision to offer high-quality care that is accessible to all children. Since the last inspection, they have taken effective action to help improve the quality of teaching. Consequently, all children gain skills for the next steps in their learning.
- Staff provide a broad range of interesting and challenging learning experiences that meet children's needs and interests. For example, after children found a caterpillar they read them a story about the life cycle of a butterfly and encouraged them to paint butterfly pictures.
- Children have good relationships with staff and each other. Children are considerate to each other, such as when they get a chair for a friend because there are not enough to sit on during a game. Parents spoken to on the day of the inspection praised staff for teaching their children to be kind to each other.
- Staff know the children well. They interact effectively with them to support their learning. They give children ample time to develop their own thoughts and ideas during discussions. Children learn about the world around them. They enjoy real-life experiences, such as using real vegetables during role play. When children pretend they are drinking 'coffee' staff remind them to be careful because it might be too hot.
- Children enjoy reading books. Staff read to them in an animated manner,

keeping them enthralled and interested in the stories. Younger children happily hold on to chunky books, turn the pages and look at the pictures as staff read to them. This helps to promote children's interest in reading well. However, although staff provide 'writing stations' for children, they sometimes miss opportunities to help them to develop their early writing skills.

- Staff have good opportunities for professional development. Following recent training, they rearranged the room and outdoor play area for the youngest children. As a result, these children can better explore the range of activities on offer to support their learning. The provider and manager help staff to manage their workload effectively, such as by using an online system for assessment and planning.
- Children develop good language skills. Staff introduce new words as they play to help broaden their vocabulary. The younger children try to copy staff, saying 'pop' as they reach out to catch the bubbles from the bubble machine. Older children learn terms such as 'scoop' and 'cut in half' as they investigate the inside of a pumpkin and play with vegetables. Staff support children's mathematical development effectively. For instance, they ask them how many more they need to make up nine pumpkin seeds from seven.
- Parents are highly complimentary about the nursery. The manager has taken effective steps to ensure parents are regularly informed about their child's learning. However, strategies to encourage parents to share information about their children's learning at home are not yet fully embedded and successful.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that staff keep their safeguarding knowledge up to date. Staff demonstrate a good understanding of the signs that may indicate a child is at risk of harm. They understand the reporting procedures if they have any concerns, including to outside agencies. This helps to promote children's safety and well-being. Staff follow the nursery's robust safeguarding policies. For example, they leave their mobile phones in a box by the front door while they are working. The provider and manager implement effective recruitment procedures to help check on staff suitability to work with children. Staff receive a comprehensive induction, to support them to understand their responsibilities to safeguard children.

## **What does the setting need to do to improve?**

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

- enhance opportunities for children to extend their early writing skills
- find more ways to encourage and support parents to consistently share information about what their children are learning at home.

## Setting details

<b>Unique reference number</b>	EY550505
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10085341
<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 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Sunshine Corner Limited
<b>Registered person unique reference number</b>	RP910126
<b>Telephone number</b>	01189714299
<b>Date of previous inspection</b>	1 November 2018

## Information about this early years setting

Banana Moon Day Nursery Beenham 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 until 6.30pm. The nursery employs 10 staff. Of these, one holds qualified teacher status and eight hold qualifications at level 2 and above.

## Information about this inspection

### Inspector

Margaret Davie

### Inspection activities

- The inspector conducted a learning walk with the manager to discuss how the curriculum is planned and what opportunities are available for children.
- Two joint observations were carried out with the manager and the impact of these on children's learning and development was evaluated.
- The children, staff and some parents spoke with the inspector. The inspector also took account of written feedback provided by parents.
- The inspector sampled a range of documentation, including staff first-aid certificates and evidence of staff suitability.

We carried out this inspection 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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