

Inspection of Go Bananas Pre-School & After School Club

9-10 Mason Road, Colchester, Essex CO1 1BX

Inspection date:

23 May 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised. The provider has not carried out the required checks to ensure the suitability of staff. Overall, children are happy and settled in this pre-school. Parents and children are kindly greeted by the friendly staff team. Children are confident and eagerly show the inspector the resources they are playing with, for example a builder's tray filled with soil, toy dinosaurs, and other equipment. Children are developing an understanding of the life cycle of a butterfly and demonstrate curiosity as they observe caterpillars in chrysalis form and talk about the changes they see.

Children listen to staff and their behaviour is, generally, very good, they follow the rules and boundaries that are in place. For example, children are told about not going beyond the boundaries of lined-up cones while playing in the local country park. Children are given time and warning in the form of a familiar tune to announce the change in routine, such as approaching handwashing time leading to snack or lunchtime.

Children demonstrate enjoyment of books and stories. They relish looking at books in the reading area and handle books with care. Children are keen to explain the 'kindness jar' reward systems in place in the form of a large jar full of colourful balls. For example, they tell the inspector that when they do something kind, they get to put a ball in a jar and, as a reward, the whole group will be offered a special treat.

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

- Despite the provider obtaining Disclosure and Barring Service checks for all staff, children are at significant risk. This is because the provider has not conducted robust recruitment checks on staff to verify their suitability to work directly with children. This is a breach of requirements of the early years foundation stage.
- Staff provide children with ample opportunities for outdoor play. Children enjoy regular access to the nearby country park, where staff make the best possible use of the areas visited. Children practise climbing mounds and running at speed, and develop increased control of their bodies. For example, children run races from the beginning of the sectioned area to the end and back.
- A good key-person system is in place. Children show that they feel safe and secure with all staff, not only their key person. Staff express a genuine awareness in what children's interests are. For example, a young child is fascinated by trains, so he is given an opportunity to stop and watch them go by from the distance of the park. He points to the train and uses sounds to express his enjoyment. Staff are tuned into this interest and respond appropriately.
- Overall, staff provide good opportunities for children to build on what they know

and can do to extend their learning. For example, a child was able to identify and name a plant on the flash card. Staff allowed him to hold onto the card until he found and identified it outdoors. Practitioners support children to be active learners and explore their own ideas. However, staff do not consistently allow the children time to think and to respond to questions. This means that children are unable to respond to what is being asked of them or understand it and, as a result, these children eventually leave the activity and do not fully benefit from what is being taught.

- Children are offered a healthy snack consisting of fruit and milk or water. Children are beginning to self-serve and dish out fruit at snack time and wash up their bowls and cups. However, this promotion of independence is not extended to any other times that children come together to eat.
- Partnerships with parents are very well established and maintained through a variety of links, such as social media, talks and meetings in person. Staff share with parents what children are doing and learning through the online application, including ideas to support learning and development at home.
- Parents speak very highly about the setting. They praise the friendly and dedicated staff and management. Parents comment on their children's development and achievements. They notice the progress their children are making, particularly in their confidence, learning and social skills. Parents feel well informed, their opinions are valued, and concerns responded to.

Safeguarding

The arrangements for safeguarding are not effective.

Safeguarding, with regard to safe recruitment, is not effective. The provider has failed to obtain and verify information, such as references for staff, to ensure that they are suitable to work with children. The manager and provider have identified this as a weakness but had not addressed this as a priority to protect children's welfare. Staff have a sound understanding of signs and symptoms that may cause concern that a child is at risk of abuse. They know the procedure to follow should they need to report a concern.

What does the setting need to do to improve?

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

	Due date
ensure that information is always recorded about the suitability of staff and vetting processes	13/06/2022

ensure a robust recruitment procedure is followed to verify the suitability of staff who work directly with children.	20/06/2022
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To further improve the quality of the early years provision, the provider should:

- help staff to develop their questioning skills, so that children think for themselves and have time to respond
- maximise opportunities for children to develop their independence skills.

Setting details

Unique reference number	EY558488
Local authority	Essex
Inspection number	10190136
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	20
Name of registered person	Go Bananas Colchester Limited
Registered person unique reference number	RP558487
Telephone number	01206 761 762
Date of previous inspection	Not applicable

Information about this early years setting

Go Bananas Pre-School & After School Club registered in 2018 and is situated in Colchester, Essex. The setting employs six members of childcare staff. Of these five hold appropriate early years qualifications at level 2 or above, including one who holds qualified teacher status. The pre-school opens from Monday to Friday for 48 weeks of the year. Sessions are from 8.30am until 6.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marta Kellouche

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager accompanied the inspector on a learning walk of the setting. She discussed the curriculum they provide and how this is arranged.
- The inspector completed three joint observations with the manager. They discussed the impact of teaching on children's learning.
- The inspector held discussions with children, staff, and the management team at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- A sample of relevant documentation was reviewed by the inspector, including the suitability of staff working at the pre-school.

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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