

Inspection of Banana Moon Day Nursery Stoke Poges

CHILTERN HOUSE, Bells Hill, Slough SL2 4EG

Inspection date:

7 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

When children arrive at the setting, staff give them a warm welcome. They offer children cuddles and reassurance when they need it, and this helps them to settle. Children are happy and display a positive attitude to learning.

Staff plan fun and exciting activities to extend children's mathematical knowledge. The children go on a shape hunt around the building. They enjoy finding them and comparing them to their play dough shapes. Staff talk about the size of the shapes during the activity. Children then begin to use this language when they talk about them. This demonstrates that children understand what staff are teaching them. Staff give children the opportunity to draw shapes on the interactive whiteboard to develop their mark-making skills.

Children have access to a wide range of activities and resources. Staff plan activities for children based on their interests. This helps to support their learning and development. They participate in sensory play, and they enjoy observing what happens when they manipulate the slimy play dough to make an octopus. This enables children to be imaginative. Children participate in activities run by outside organisations. For instance, one organisation brings in live animals and insects for the children to see and learn about. This enhances their understanding of the world around them.

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

- The manager has a clear learning intent for all children. This is communicated to staff effectively. Staff build on this to ensure children continue to make good progress in their development. For example, staff use the daily routine to help prepare children for their future experiences. During the day, children move between different parts of the building, such as the outside area, dining room, sports hall, library and sensory room. This helps them become familiar with what will happen when they start school.
- Staff plan and implement an extensive curriculum. They use appropriate teaching methods to engage children's interest and help them to learn the concepts being taught. Children have access to a variety of resources and spaces to support their learning. The manager arranges for outside organisations to teach the children Spanish and science. Children also learn about animals and insects. These experiences help to give children a good start in life.
- Children generally behave well. Staff are able to support children to manage their behaviour. They encourage children to remember the rules of indoor play. Staff help younger children to manage their behaviour by talking calmly to them and setting clear expectations. For instance, staff let children know when they

can expect their turn to play with a resource.

- Leaders have consideration for the well-being of children and staff. This includes regular well-being meetings and open discussions with staff. The setting also has a well-being dog who visits often. Many of the children and staff enjoy his visits and find that he is a source of comfort for them.
- The manager understands the importance of children developing a love of reading. Children have access to books in most parts of the building and they freely select books when they want to. Staff share some ways that parents can support children with their next steps. This provides some consistency for children's learning and development. However, they have not fully extended this to encourage children to develop a love of reading at home.
- Most parents speak highly about the setting. Parents enjoy being included in decisions about the menu offered to children. They state that their children are happy and have formed strong bonds with their key person. Parents seek advice from staff about how to manage situations with their children at home. Staff offer appropriate and consistent advice. This helps to ensure that expectations for children are consistent between their home and the setting.
- Parents generally feel they are well informed about their child's progress and are happy with the communication they receive from staff and the manager. However, this is not consistent. Some parents say they would like to receive more information about the general running of the setting and their child's day. The manager does not always set clear expectations about how the curriculum is being delivered or communicated consistently with parents.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have put effective systems in place to ensure the safety of children. This includes making sure staff carry out the appropriate risk assessments. They also follow a safer recruitment process to make sure staff are suitable for working with children. Leaders regularly check the ongoing suitability of staff to ensure they remain suitable for working with children. All staff have a sound understanding of all areas of safeguarding and how to keep children safe. They can talk about signs and symptoms that would raise concerns. They know how to escalate concerns within the setting and externally.

What does the setting need to do to improve?

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

- strengthen partnerships with parents further to ensure that all parents have clear information about the curriculum and their child's day
- build on the home-learning strategies already in place to include helping children to develop a love of reading at home.

Setting details

Unique reference number	EY480926
Local authority	Buckinghamshire
Inspection number	10236451
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	84
Number of children on roll	62
Name of registered person	Shiny Stars Ltd
Registered person unique reference number	RP533915
Telephone number	07956307200
Date of previous inspection	29 March 2017

Information about this early years setting

Banana Moon Day Nursery Stoke Poges registered in 2014. The nursery operates between Monday and Friday, from 7.30am to 6.30pm, for 51 weeks a year. They receive funding for free early education for children aged two, three and four years. There are eight members of staff employed to work with children. Of these, five have a level 3 qualification in childcare.

Information about this inspection

Inspector
Hayley Kiely

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 provider.
- One joint observation was observed between the manager and the inspector.
- Parents provided the inspector with their views of the setting.
- Children and staff were observed by the inspector during lunch, outside play and indoor play.
- The inspector spoke to the manager, leaders and staff throughout the day.
- The manager took the inspector on a learning walk to provide an overview of the setting and their learning intent.

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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