

Inspection of Top Bananas Pre-School Ltd

713 Wimborne Road, BOURNEMOUTH BH9 2AU

Inspection date: 4 December 2023

Overall effectiveness	Good
------------------------------	-------------

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

Children arrive happy and keen to attend. They form warm and trusting relationships with staff. Babies benefit from a nurturing environment in which staff meet their care routines consistently, and provide close reassurance to help them feel secure. Children develop positive attitudes and social skills. They benefit from good role models who have high expectations of their behaviour. Children make friends, play and cooperate well with others and help when asked. Older children help others learn to share, such as telling them gently 'my turn now' and then 'here you go' when their turn comes.

Children explore the good range of activities and lead their own play confidently as they move around the playrooms. Staff respect and encourage children's ideas, and help them to fulfil these in their play. They provide activities to enrich children's experiences. For example, they take children on outings in the local community, and children learn about one another's home languages and beliefs. Children enjoy regular physical and outdoor play throughout the day. Babies practice standing and walking in safe spaces, and older children enjoy physical challenges, such as learning to balance on beams and kick balls.

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

- Staff deliver an interesting curriculum to encourage children's all-round development. This includes activities to support their personal interests and individual learning goals. Staff know the children well. They regularly assess children's learning, and quickly identify any gaps in their development to provide additional support. This helps children to make good progress.
- Staff encourage younger children to explore the activities through, for example, modelling what they can do. They ask children questions to test their knowledge, and challenge them to build on what they know and can do. For example, children learn how colours can be combined to make other colours and learn about shapes.
- Staff encourage children's communication and language development well overall. They verbalise babies' gestures and sounds to encourage their communication. Staff help children to learn new words to build their vocabulary. For example, children learn what 'vanilla' and 'cinnamon' are in a sensory dough-making activity. However, at times when the pre-school rooms become very noisy, some children become distracted and cannot be heard easily when they speak. This does not help to support their concentration or enhance their language skills further.
- Children enjoy lots of creative play. Younger children explore textures and colours during sensory play. Older children draw, paint, create their own role play, make sounds with musical instruments and make models.

- Children are interested and motivated to learn. Staff help them to prepare for their transition to school. Older children learn to recognise their names, to develop positive values and to manage their own personal hygiene. However, on occasions, staff do not help older children to learn how to manage tasks effectively for themselves. For example, not all children have opportunity to learn how to pour materials or to change their clothing to develop their independence further.
- Staff work successfully with parents and other professionals involved in children's care and learning to ensure they meet their needs consistently. For example, staff use activities recommended by external professionals to support children's language development. Staff have introduced a book-borrowing scheme, suggested by a child, to help parents encourage children's literacy at home. Parents share very positive views of the setting. They state, for example, that staff communicate well, nurture children's development, and reflect children's individuality within the setting.
- The management team works closely with staff to identify and make ongoing improvements to the quality of the provision. They use any additional funding for children responsibly, to have the most impact on their learning. The management team encourages staffs' professional development to enhance their skills. Staff feel well supported and valued by leaders who nurture their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their safeguarding roles and responsibilities. They understand the risks to children and the correct procedures to follow in the event of any concerns about an adult or a child's welfare. Staff attend training regularly to help them keep up to date. Staff maintain safe and secure environments. They help children to learn about risk and how to keep themselves safe, such as managing steps safely. The management team follows robust recruitment procedures to ensure staff are, and remain, suitable to care for children.

What does the setting need to do to improve?

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

- develop the organisation of large-group activities in the pre-school rooms to ensure children can concentrate and communicate well
- develop the curriculum and staff interactions to help older children learn to manage tasks effectively for themselves to enhance their independence.

Setting details

Unique reference number	EY495226
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10305456
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	0 to 4
Total number of places	45
Number of children on roll	68
Name of registered person	Top Bananas Pre School Ltd
Registered person unique reference number	RP901748
Telephone number	07562336119
Date of previous inspection	21 February 2018

Information about this early years setting

Top Bananas Pre-School Ltd registered in 2016. The group operates from Bournemouth, Dorset. It opens weekdays from 7.30am to 5:30pm, for 51 weeks a year. The group receives funding to provide free early years education for children aged two, three and four years. The group employs 14 staff to work with children, 12 of whom hold appropriate qualifications at levels 2 to 6.

Information about this inspection

Inspector

Bridget Copson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the acting manager and has taken that into account in their evaluation of the setting.
- The acting manager completed a learning walk around the premises with the inspector and explained how they use this to meet children's needs and deliver the curriculum.
- The inspector observed activities and the quality of staff's interactions with the children. She discussed the effectiveness of an activity with the acting manager.
- The inspector sampled the documentation and discussed the acting manager's knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023