

Banana Moon Day Nursery

340 Lichfield Road, Mere Green, SUTTON COLDFIELD, B74 4BH

Inspection date

Previous inspection date

06/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- This newly-opened nursery is operating with low numbers of children, resulting in children receiving close attention from staff in small groups, helping them to feel secure and well settled.
- Children make good progress in all areas of learning because overall, the staff plan an exciting range of activities which build on their current interest and abilities.
- Children benefit from the relaxed and welcoming environment and experience regular opportunities for outdoor play. They show curiosity and imagination as they interact with staff and each other.
- Staff value working in partnership with parents. Parents express that they are very happy with the care and learning opportunities available to their children and that their children are making good progress.
- All practitioners consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy.

It is not yet outstanding because

- There is scope to improve the range of books and resources which represent children's diverse backgrounds and which avoid negative stereotypes.
- Self-evaluation fails to routinely take into account the views of parents and children to ensure they are fully involved.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in all play rooms and in the garden.
- The inspector looked at children's records and a range of policies and procedures.
- The inspector sought the views of the children through discussion and observation during the inspection.
- The inspector also took account of the views of parents and carers spoken to on the day.
- The inspector talked to various staff members and children's key persons.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the setting, relevant sections of the setting's improvement action plan and a range of other documentation.

Inspector

Jennifer Turner

Full Report

Information about the setting

Banana Moon Day Nursery is one of a number of privately owned and managed settings within the same organisation. It opened in 2012 and operates from a three-storey

converted office building in Mere Green, Sutton Coldfield. There is level disabled access to the ground floor of the premises. The ground and first floors accommodate the nursery rooms. A further floor accommodates office and staff facilities. The nursery is registered on the Early Years Register. There are currently 43 children on roll from birth to five years. The nursery serves the local and surrounding area. It is open each weekday from 7.30am until 6.30pm for 51 weeks of the year. Children are able to attend for a variety of sessions. The nursery has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. It provides funded early education for three- and four-year-olds. The nursery employs 10 members of child care staff of whom, nine hold appropriate early years qualifications. The manager holds a foundation degree and the deputy holds an early years degree.

What the setting needs to do to improve further

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

- provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes
- improve self-evaluation by ensuring it routinely takes into account the views of parents and children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide interesting and challenging experiences that meet the needs of all children. The educational programmes have depth and breadth across the seven areas of learning and staff maximise the indoor and outdoor areas. Planning identifies the characteristics of effective learning and encompasses the children's individual interests. Staff complete thorough assessments of the children and use these effectively to plan suitably challenging activities. Staff frequently observe what children can do and maintain clear records of the progress they are making. They use this information, as well as children's interests, to guide individualised planning and ensure children have plenty of choice and can offer their ideas each day. Focussed activity sheets are also effectively used to plan adult-led learning experiences. These indicate how activities will be organised and how the different learning needs of the children will be met, along with their choices.

Babies settle well because practitioners are familiar to them and have a good knowledge of their individual likes, needs and routines. They develop secure attachments, seeking reassurance from practitioners when they move around the play room. Their early

investigative and curiosity skills are promoted through the use of a wide range of resources, including treasure baskets filled with different items, sensory bottles, textured fabric and the black and white area. Children enjoy exploring sounds with the pots and pans hanging in the garden. They enjoy a good variety of creative activities, such as painting, sticking and making models. In the pre-school room, several children are able to paint recognisable pictures of houses, following the story of the month in which a mouse moves house. To extend their learning staff display photographs of houses for sale from estate agents. They design their own interpretation of animals using junk materials following the story about noises in the jungle and bright red poppies for Remembrance Day. Younger children are encouraged to represent and develop their own ideas through expressive art and design. They use their fingers to paint monkey masks and enjoy mark marking with coloured chalk on large coloured paper as they crawl on the floor.

The words and letters displayed around the nursery help children to understand that print carries meaning and they write their own labels for the storage containers. Children are making good progress in their personal, social and emotional development. They receive sensitive support because staff understand that settling into a new room takes time and flexibility. They consider the individual needs of children by allowing the key person to move up with children to ease their transition. Children are very well behaved, they play well together and show strong cooperation skills. They make good progress in their physical development as they are able to practise different skills on a regular basis. In the outdoor area, they show skill in riding bikes, cars and using the small climbing equipment and a slide. Indoors children thoroughly enjoy their dance and movement sessions. Great laughter is had as they wave their arms, stamp their feet, kick their legs, jump, skip and hop. They then flake out on the floor to catch their breath, whilst listening to calming and relaxing music.

Staff are able to support children who may require extra help in their learning and development, although there are currently no children attending with special educational needs and/or disabilities. Children who speak English as an additional language make equally good progress because their needs are taken into account in both planning and teaching. Staff talk to the parents about languages spoken at home and provide key words which help staff to meet the children's needs within the nursery. They ask parents to bring photographs of themselves and a map to represent their country of birth to display in the entrance. Activities are planned to develop children's understanding of the world such as Eid, Halloween and Harvest to help children learn about the wider world. However, there is scope to improve this further by providing books and resources which represent children's diverse backgrounds and which avoid negative stereotypes. Parents value the 'Learning Journeys'. These include photographic evidence and samples of children's art work and early writing to show the good progress they make. Staff encourage parents to observe their child in their home environment and they offer support to extend children's learning at home.

The contribution of the early years provision to the well-being of children

Children and babies develop a very good sense of security and belonging. The nursery requests information from parents prior to children being cared for in the nursery about

care routines, interests and capabilities to ensure that individual needs are known and respected from the outset. Children develop strong bonds with their key persons who regularly communicate with parents through daily discussions about what children have done during the day. Daily diary sheets are also shared with parents to inform them about babies routines, meals, sleep and activities. This helps develop strong partnerships with parents.

Children demonstrate a developing awareness of their own health and hygiene. The organisation and planning of the nursery environment encourages their independence, with routine tasks such as hand washing before meals and after toileting. They use the communal child-height sink, operating taps and soap dispensers independently. Children sit together on the landing ready for brushing their teeth and benefit from staff reminding them to brush all of the teeth in their mouths. Their understanding is further developed as they talk about going to the dentist. Children enjoy a good range of healthy meals and snacks prepared by a qualified chef who is newly employed in the nursery. They enjoy taking part in cooking activities with the chef, making fairy cakes and scary Halloween figures, using beetroot heated in the oven until they have shrivelled, before sticking wobbly eyes on them.

High priority is given to developing children's independence and self-help skills, as older children serve themselves at dinner time. Children are happy as they play in their bright and safe nursery. They behave well, learn to share and take turns and staff reward them with stars to stick on their reward chart. Care and consideration has been given to the layout of the under two's room to support both mobile and non-mobile children effectively. There are opportunities for children to play outdoors in the fresh air during the day where they have space and resources to explore, build, move and role play. Regular outings are also organised within the vicinity to develop children's understanding of the local environment. They visit the local library for story sessions and to choose books to bring back to the nursery. They also use the park with its separate play space for the different ages of the children.

All practitioners consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy. Children learn about their own safety through gentle reminders about why they should not climb on furniture and about road safety. Security systems such as CCTV and finger print recognition systems ensure staff are able to monitor everyone in the building. Staff skilfully support children's transitions both within the setting and to other settings. They share information and welcome other carers into the nursery and partnerships with local schools are developing well. Although there are no children currently attending other settings or moving on to school the manager and her team are establishing links with nearby schools. Discussions demonstrate that all practitioners value the importance of smooth transitions for children and work in partnership to achieve their goal.

The effectiveness of the leadership and management of the early years provision

The management team and staff have a good understanding of their responsibility to ensure that the nursery meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Although the nursery is new, they have devised effective systems to monitor the implementation of the educational programme through regular, ongoing support from their head office team. Clear procedures are in place, including robust recruitment of staff, risk assessment and monitoring of accident, incidents and any medication administered. The nurseries collaborative working with other key agencies is developing well, for example, the early years partnership team and the special educational needs co-ordinator. Comprehensive policies and procedures are implemented very well to ensure any concerns are prioritised and dealt with effectively. Staff have a good understanding of safeguarding and their individual responsibilities to protect children. They have the relevant contact details should they need to report a concern.

Staff have a good understanding of the Early Years Foundation Stage and implement it well. They are well qualified and experienced in caring for children and clearly enjoy their roles in this newly-established nursery environment. There are effective systems in place to monitor staff's professional development through supervisions, appraisals and peer observations. This ensures staff continue to improve both in their personal development and in their delivery of the learning and development requirements. Discussions with parents demonstrate that they are very happy with the care and learning opportunities offered to their children. They comment on the welcoming environment, positive attitude of staff and how quickly their children have settled. Regular newsletters keep parents informed about events taking place and they are invited to join in with activities, such as, making hand prints to display or taking part in charity events. As this is a newly registered provision, the management team are making themselves known to the local children's centre, dentists, health centres and other establishments to forge links. Systems for self-evaluation are developing. The management team, staff and the proprietors are already evaluating and reviewing their practice and making changes as they observe and assess what works well and where development is needed. However, self-evaluation fails to routinely take into account the views of parents and children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY447021
Local authority	Birmingham
Inspection number	800757
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	43
Name of provider	Disc Day Nurseries Limited
Date of previous inspection	Not applicable
Telephone number	07808052703

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

