

Banana Moon Day Nursery

3 Stratford Court, Shirley, Solihull, B90 4QT

Inspection date	29/07/2013
Previous inspection date	05/07/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- There is a breach of several welfare requirements including an ineffective risk assessment, resulting in a number of safety hazards in the nursery and some unsuitable equipment in the baby room. These have a negative impact on children's safety and well-being.
- Children are not fully supported as they move into full-time school as the partnerships with local schools are not yet fully in place.
- The self-evaluation of the effectiveness of the nursery does not identify strengths and weaknesses and plans for improvement. Monitoring of the curriculum is not yet securely embedded and so does not ensure that children have a broad range of experiences that help them successfully progress to the early learning goals.
- The meals provided for the younger children do not meet their needs as these contain too much salt.

It has the following strengths

- Children are learning how to share activities and consider the needs of others through staff explanations.
- Key persons and staff reassure children and are caring and considerate towards them throughout their daily routines.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 throughout the nursery and viewed the outdoor spaces. She completed a joint observation with the manager.
- The inspector spoke with the nursery owners, the manager, franchise support staff and staff at appropriate times throughout the day.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.

Inspector

Susan Rogers

Full Report

Information about the setting

Banana Moon Day Nursery was registered in 2011 on the Early Years Register and is managed by a limited company. It operates from a renovated commercial building in Shirley, Solihull, and is split over three floors. There is a vertical lift in place which is used to gain access to the two upper floors. There is an enclosed area available for outside play.

The nursery employs 27 members of childcare staff, including the manager. Of these, 18 hold appropriate early years qualifications at level 3 and two have level 6. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30 pm. Children attend for a variety of sessions.

There are currently 158 children on roll who are within the early years age range. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice with a completion date of 9 September 2013 requiring the provider to:

ensure a well-understood policy and procedure for assessing any risk to children's safety is in place, and review risk assessments regularly to ensure that the premises remain safe and suitable for children to use.

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that the premises are safe for children to use; this is with reference to unsecured cupboards that are unsafe in respect of no base, exposing floor level of the premises below, and another containing electrical hazards, and a standalone protruding radiator pipe
- ensure that parents are provided with a telephone number so that they can contact the nursery in an emergency
- ensure that parents and carers are informed of any accident or injury sustained by their child on the same day, or as soon as reasonably practicable
- ensure that the meals provided are healthy and adhere to the recommended daily intake of salt for infants and young children
- ensure that all furniture and equipment are safe and suitable for children's use, including tables and chairs for the younger children and bouncing cradles for babies
- monitor the educational programmes effectively to ensure that children have a broad range of experiences that help them successfully progress to the early learning goals.

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

- improve the partnerships with local schools to further support children as they move on to the next stage in their learning.

Inspection judgements

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

Staff have an appropriate understanding of the Statutory framework for the Early Years Foundation Stage. There are individual assessments of each child that record their progress against the seven areas of learning. Children's assessments inform the planning so that their individual learning needs are addressed and they make satisfactory progress towards the early learning goals. However, monitoring of the curriculum has recently commenced and is not yet securely embedded. As a result, this is not fully effective in ensuring that children have a broad range of experiences that help them successfully progress to the early learning goals. For example, staff do not fully explore all spontaneous learning opportunities as children express interest when rain falls heavily.

Staff discuss children's progress with their parents as they are collected so that parents are supported with information regarding their child's progress. This provides parents with some ideas of how they can support their child with their learning when they return home. Children use number throughout the play activities, counting items and learning that number is used for a purpose. Circle time is used appropriately for staff to support children through questions that encourage them to communicate and reflect on their own experiences. Children's vocabulary is suitably extended as staff introduce new words and names during planned activities. For example, children play together looking at models of farm animals and correctly name the animals and discuss their habitats.

Children are learning to consider the needs of others through planned and spontaneous play activities. Several children play together in the imaginary play area and pretend to care for babies. They discuss what babies need to make them happy, which encourages them to consider the needs of younger children and extends their communication skills. Children use dressing up resources which help to promote their independence as they put on clothes and learn about buttons and fastenings. Their creative ideas are extended as they get into role, for example, dressing up as a wizard and pretending to cast a spell. Children's physical skills are promoted as they have opportunities to play outdoors and use the climbing equipment. Younger children, who are cared for on the second floor of the building, have opportunities to use the stairs, which promotes their understanding of keeping themselves safe. Throughout children's learning, staff build on what they already know, and ask questions and listen to their response before moving onto another question. Children who have special educational needs and/or disabilities are supported appropriately as staff liaise with and seek out the expertise provided by outside agencies. Children who speak English as an additional language are appropriately supported as staff work alongside their parents.

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

Staff monitor children as they play and support their activities. However, not all practitioners have sufficient knowledge of how to keep the play environment safe. This results in some unacceptable risks being present in several of the play areas, which

compromises children's safety. Appropriate procedures are applied when children require medication at nursery. For example, all medication is stored safely and parents sign to confirm their consent prior to any medication being given to their child. There is appropriate partnership in place with parents. Parents and key persons agree on aspects of care for the child as they start at the nursery. The nursery has recently reviewed the way that medication is accepted from parents. Key persons ensure that medication is stored safely as they ask parents if they have any medication in their child's bag. Hygiene routines are in place so that older children visit the toilets by themselves and wash their hands before mealtimes. This promotes their independence and prepares them for their move into full-time school. Children sit together during mealtimes, which encourages them to talk to each other. However, the tables and chairs used for some of the younger children are too high, which does not allow them to sit securely and place their feet firmly on the floor.

Gradual settling-in arrangements when children start at the nursery enable children to become accustomed to their new environment and the staff that care for them. Staff are warm and considerate and support children through reassurance and cuddles. There is a designated key person attached to each child that helps children form secure attachments. Children's transfer to another room is supported as staff stay with them as they gradually move into their new room. There are regular meals provide through a varied menu. There are two cooked meals provided at lunch and tea time, and a breakfast. Children have fresh or dried fruit served for snacks and there is drinking water available. However, the nursery has not considered how much salt is included in the meals for younger children, and this results in the recommended daily intake of salt for infants and young children often being exceeded. Consequently, children's individual needs are not being met.

The nursery has recently revised its nappy changing procedure to provide additional nappy changing opportunities throughout the day so children's needs are appropriately met. Children sleep in cots and on designated mattresses, and staff check them regularly as they sleep in dedicated rooms. However, some children sleep in bouncing cradles that are too small for their needs and not suited to their size, age and weight. There are suitable physical activities in place that help children have a healthy lifestyle. Children access the outdoor area where they climb and explore the outdoor environment. They learn about the wider world as the older children have organised visits to the local shops so they can learn about people who help us. Staff encourage children to consider the needs of others through discussions at circle time and as children learn to share toys and play together. Children behave appropriately in nursery, and staff are suitable role models. They are learning to consider the needs of others during general routines, such as circle time and snack time. The nursery staff have made some contact with schools where children will eventually transfer. However, this is limited and not fully extended to include all schools, to further support all of the children as they move on to the next stage in their learning.

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

This inspection was brought forward as a result of a complaint, and there are a number of breaches of legal requirements of the Statutory framework for the Early Years Foundation

Stage. Overall, the management of the nursery is ineffective in providing a safe environment for children. The risk assessments are not effective in protecting children and have a negative impact on the safety and well-being of children in the nursery. For example, an unlocked cupboard that contains a commercial fuse board is accessible to children, and they have access to another small cupboard on the second storey of the building which is has no floor. There are some electrical sockets that are unprotected and an obsolete vertical radiator pipe is accessible in children's play areas. During the inspection the manager and the staff made interim arrangements to minimise these risks to children. As a result of a complaint it was highlighted that two of the stair gates in nursery had become detached from the wall. The nursery identified this and made interim arrangements to ensure that children were safe on the stairs. The stair gates have since been repaired and are now secure. Exit and entrance points to the nursery are secure. The nursery operates a fingerprint recognition system where many of the parents are able to gain entry to the building as they collect their child. Alternatively, staff open the door to parents and carers that they recognise. This results in appropriate security arrangements so that children are only collected by their parents and carers. Ofsted were notified by parents of an accident their child had at the nursery where their fingers were caught in an unguarded doorpost. Parents were not notified of the incident on the day or as soon as possible afterwards, so children do not receive appropriate continuity of care. The nursery has since improved their accident procedures so that parents are informed of accidents on the same day that they happen, and all doors now have guards on the door frames.

Staff have a suitable understanding of how to protect children if they have concerns regarding their care. Managers have attended safeguarding training and all new staff have safeguarding included in their induction training. All staff are vetted and access training to maintain their suitability. The nursery manager has commenced supporting staff through appraisals and observations as they work with the children. However, this is not a fully effective means of monitoring the educational programme as this has been recently implemented not yet sufficiently embedded. The nursery has commenced a self-evaluation that identifies some strengths and weaknesses and plans for improvement, but currently this is not the result of careful monitoring and analysis to confirm all legal requirements are met, so is not yet sufficiently challenging. As a result, children are not fully supported as they make progress towards the early learning goals.

The nursery includes parents in aspects of their child's care, such as sharing their assessments and starting points when they commence at nursery. Parents have access to nursery policies and procedures which are displayed in the entrance hall, and these are shared with parents at the child's induction. Ofsted were informed of an incident where the nursery did not inform parents of temporary change of phone number, which is a breach of requirements. The nursery now makes sure that if there is a change of contact details parents are kept informed. There is an appropriate complaints procedure operated by the nursery where parents can make a complaint if they wish and contact the regulator. The nursery has formed partnerships with additional agencies who support the care and learning of children with special educational needs and/or disabilities. Staff put in place appropriate strategies to support children who speak English as an additional language, which helps them become included in activities.

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 action. 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	EY437526
Local authority	Solihull
Inspection number	924492
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	97
Number of children on roll	158
Name of provider	Razain Enterprises Ltd
Date of previous inspection	05/07/2012
Telephone number	0121 745 9455

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, which are usually the childminder's 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

