

Banana Moon Day Nursery

340 Lichfield Road, Mere Green, Sutton, Coldfield, B74 4BH

Inspection date

17/09/2013

Previous inspection date

06/11/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children are happy, well-motivated and eager to learn. They show good levels of curiosity and imagination. They are considerate and kind towards each other and demonstrate positive behaviour and self-confidence.
- Good attention is given to helping children to develop their communication and language skills and to support their growing independence. This provides good support for children as they develop the skills needed to support their future learning.
- There is a strong focus on play and learning outdoors. All children explore the outdoor space with enthusiasm and excitement, which helps them develop new skills and supports their enjoyment and well-being effectively.
- Parents and staff exchange highly useful information on a daily basis as staff make parents feel welcome at all times. This keeps parents well informed about their child's progress and enables them to share ideas for supporting children's learning further.

It is not yet outstanding because

- There is scope to make further use of opportunities to enhance children's knowledge and understanding, by giving children more time to think and develop their ideas in response to questions.
- There is further scope to support younger children's physical development and skills, with the provision of more equipment to help them sit securely to play.

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 conducted a joint observation of children's activities and staff child interaction with the manager of the nursery.
- The inspector spoke to the manager, deputy and other staff throughout the inspection.
- The inspector held a meeting with the owner/manager and talked to staff during the inspection.
- 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 observed activities in the toddler room and pre-school room, the baby room, the outside learning environment and children having their lunchtime meal.

Inspector

Susan Rogers

Full Report

Information about the setting

Banana Moon Day Nursery was registered in 2012 on the Early Years Register and is one of a number of privately owned and managed settings within the same organisation. It is situated in a refurbished building in Mere Green, Birmingham. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, three members of staff have a qualification at level 6 and one member of staff has Qualified Teacher Status. The nursery opens Monday to Friday all year round, from 7.30am until 6.30pm. Children attend for a variety of sessions.

There are currently 78 children on roll, who are within the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- share good practice amongst staff members to ensure that all practitioners understand how to skilfully ask questions, giving children time to think and share their ideas
- provide even more support for babies physical development, for example, by providing chairs that enable children to place their feet on a foot rest or floor, so they can lean forwards to pick up small toys.

Inspection judgements

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

Children are settled, happy and ready to learn because staff provide a welcoming environment. Overall, the activities interest children and staff ensure that they have ready access to toys and resources that suit their different stages of development. This means that children are enthusiastic about their learning and eager to try new ideas and experiences. As a result, children make good progress towards the early learning goals, which prepares them well for when they move onto school. Key persons assess each child's abilities when they first start in nursery and continue with this assessment to track

their ongoing progress. Staff use children's assessments purposefully to plan for the next stage in their development, which ensures that the activities engage children and continue to sustain their interest. Parents contributions in respect of their child's progress are much valued by the nursery. Staff ensure that their child's assessment records are easily accessible, so that parents can add their impressions of their child's learning.

Parents receive contact sheets at the end of each child's session and have open access to their child's assessment records. Regular review meetings and opportunities for parents to observe their child in their room provide parents with useful information regarding their child's progress. This supports them with ideas for their child's further learning in the home environment. Staff are skilled at communicating with parents, which ensures they share information regarding their child's stages of development. Babies feel very secure in their spacious and interesting environment. Staff comfort children who have recently started at the setting, providing one-to-one care if this is needed. This promotes children's feelings of safety and helps children develop a secure bond with their key person. Children of all ages have regular access to the outdoor area. Staff ensure that planning enables all children to experience regular sessions outdoors. Equipment is taken outdoors to ensure that children have a broad range of outdoor experiences that include painting, mark making and riding on wheeled toys. This enables children to develop the small and large muscle skills and provides them with opportunities to enjoy the fresh air.

All children enjoy exploring the spacious environment and discovering new learning experiences. For example, children use small world people, toy cars and dressing-up equipment to enact imagined scenarios. This promotes their confidence as they talk to one another and explain what they are doing and helps them develop friendships with other children. Children gather together in a group to listen to stories and songs. Younger children enjoy singing 'Old McDonald's farm' together as they are supported by a member of staff who makes the activity more fun as children use props and plastic animals. This further promotes children's understanding and encourages their involvement and enjoyment. Children thoroughly enjoy remembering the sounds the animals make and sing along with the song, matching movement to music. Staff's understanding of children's interests and their stages of development are used effectively during circle time. Staff skilfully include all children in this activity as they encourage them to talk about their recent experiences at home and what they enjoy doing.

Children develop good independence as the older children put on their own coats before they play outdoors and line up cooperatively before going downstairs. Lunchtime is used particularly well to promote children's independence. Pre-school children and toddlers serve themselves from larger serving dishes, which gives them the opportunity to understand mathematical language and the concept of quantity. Staff are available to help if need be but children enjoy this independence, which promotes their self-esteem and sense of responsibility. Children help organise resources at the end of the session and help to clear away the dishes when they have finished eating. They help clear away toys before they have lunch and help carry toys outside so they can enjoy their play further. Outdoor play is used to further promote children's learning as children use chalks to make marks and use construction equipment creatively.

Staff have a good understanding of effective teaching methods and overall use their good

knowledge to support children's learning. They, generally, provide good support during activities, so that as children play they continue to learn. Staff plan circle time for the older children to introduce the concept of measurement using props and equipment, such as scales and tape measures, to further children's understanding. They show children new skills as they provide explanations to help children to understand how the equipment works. However, there is scope for staff to ask more open-ended questions to encourage children to build on their rapidly developing critical thinking skills and talk about their own ideas. Staff provide effective support for children who speak English as an additional language as they learn some key words in the child's own language. This promotes children's self-esteem as their home language is valued and further promotes their understanding of English.

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

Staff liaise very effectively with parents throughout their child's learning and activities and throughout the settling-in period at nursery. Parents stay with their child during this time if they prefer. They use the opportunity to discuss with their key person details of their child's individual needs and stages of development. Staff are caring and develop warm relationships with children, which makes sure they feel secure and safe. Babies settle particularly well as staff comfort them and ensure that their needs are sensitively met. This promotes children's feelings of safety and that helps children develop a secure bond with their key person. Children's transfer arrangements between the rooms is carefully managed to ensure that children are ready to move and enjoy the experience. Key persons stay with children as they move into their new room and ensure that they closely monitor children's responses to their new environment.

Children enjoy a healthy nutritious menu, which promotes their understanding of a healthy lifestyle. Their different dietary needs are well catered for as children enjoy well-presented food that they can serve themselves. Staff sit with children during mealtimes, which promotes a positive social experience. Children discuss what activities they enjoyed that morning and what they would like to do that afternoon. Staff further promote children's understanding of healthy eating by organising an adult-led activity where children discuss the different fruits we can eat, using plastic fruit as inspiration. Children use their knowledge of eating fruit to describe what each item tastes like. Outdoor play is used effectively to promote children's physical skills as they climb on the climbing frame and used wheeled toys. Pre-school children and toddlers become skilled at using stairs as they go up and down these to access the outdoors on a daily basis. Staff encourage children to be mindful of their own safety by offering explanations and ensure children hold onto the low-level stair rail on the stairs. The nursery regularly practises emergency evacuation of the premises to ensure that children, particularly those who are cared for on the first floor, learn how to keep themselves safe.

The baby room is spacious and well planned, which enables children to move quickly from one area to another as they explore and discover new experiences. Younger, less mobile babies are cared for in a designated section of the baby room, which ensures their safety and provides them with equipment that is carefully chosen for their stages of development. Staff ensure that babies have secure furniture and tables where they can

pull themselves up, which promotes their mobility and confidence. There is, however, scope to provide even more support for babies physical development, for example, by providing chairs that enable children to place their feet on the floor or foot rest, so they can support their upper bodies and lean forwards to pick up small toys. Children are happy, well-motivated and eager to learn. They show good levels of curiosity and imagination. They are considerate and kind towards each other and demonstrate positive behaviour and self-confidence.

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

The manager and her staff are supported well by support staff from the larger organisation, which ensures that the educational programme is closely monitored. Staff have good opportunities to develop their practice and knowledge through support staff modelling skills and informal peer observations. Recruitment procedures at the nursery are strong. Written and verbal references are obtained and Disclosure and Barring Service checks are undertaken before staff go through the induction process. This ensures that all staff working with children are suitable to do so and competent to fulfil their roles. Managers also ensure staff suitability through a probationary period, which is adjusted to respond to the competence and performance of individual members of staff. Staff skills are extended through regular staff meetings, individual appraisals and performance management meetings. This enables staff to contribute effectively towards the organisation and running of the nursery and encourages a reflective approach and how the service offered to children can be continually improved. The opinions of parents, children and external agencies are actively sought by the nursery through questionnaires and discussion. This information is used to drive forward clear and accurate improvements that meet the needs of children and families that use the nursery. This provides good focus to identify strengths and weaknesses and continually improve the service provided.

All staff have a secure knowledge of safeguarding. They receive regular training through the local authority and through their robust induction. This means they are clear about their responsibilities and know how to respond to any concerns they have about a child in their care. The nursery management ensure that Ofsted are kept informed of any significant events in nursery. They investigate any complaints and concerns raised by parents keeping them thoroughly involved throughout the process. Managers monitor the documented assessments and planning of children's activities to ensure that these are precise and that staff are delivering educational programmes that meet individual children's needs. Nursery managers work closely with other nurseries in the same organisation to exchange ideas and drive forward positive practice. Key persons work closely with other early years settings that children attend and the schools where children will eventually move to. Transfer documents are completed by key persons and passed on to the child's new school. Useful exchanges of information with schools regarding individual children's individual progress help them make a smooth adjustment to their new environment.

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	EY447021
Local authority	Birmingham
Inspection number	932392
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	78
Name of provider	Disc Day Nurseries Limited
Date of previous inspection	06/11/2012
Telephone number	07808052703

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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.

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