

# Banana Moon Day Nursery - Moseley

8a Wake Green Road, BIRMINGHAM, B13 9EZ

<b>Inspection date</b>	17/06/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff have a good understanding of the Early Years Foundation Stage and use this knowledge effectively to teach and engage children in learning. Children make good progress in their learning and development.
- Children receive a broad range of educational programmes that are tailored to their needs and interests. Teaching and learning is of a good standard and staff fully respect how individual children learn and develop.
- Staff understand their role and responsibility with regard to safeguarding children. Clear procedures are known and understood by staff to ensure children's safety is maintained.
- There are strong parent partnerships in place and good partnerships with other professionals. These partnerships support children's care and learning needs as carers regularly share information.

### It is not yet outstanding because

- Staff occasionally miss opportunities to engage older children in conversation.
- Children do not consistently learn how to manage their behaviour appropriately because staff are occasionally inconsistent in their approach.

## 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 in the indoor and outdoor environment.
- The inspector spoke with manager, staff and children at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector saw evidence of the suitability of staff, self-evaluation, risk assessments and some policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day and through information in questionnaires.

## Inspector

Trisha Turney

## Full report

### Information about the setting

Hopes and Dreams UK Ltd, trading as Banana Moon Day Nursery - Moseley was registered in January 2014. It operates from a two storey building on Wake Green Road, located close to Moseley, Birmingham. There is an enclosed area available for outdoor play. The nursery opens Monday to Friday for 51 weeks of the year and is closed for all public holidays. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. It supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The nursery employs 10 members of childcare staff. Of these, one member of staff is qualified to degree level and nine members of staff hold relevant childcare qualifications at level 3. There are currently 37 children on roll in the early years range. Funding for early education is available for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- use all opportunities for older children to extend their vocabulary, for example, by engaging older children more frequently in conversation
  
- provide children with more consistent opportunities to learn about acceptable behaviour, by making sure that all staff follow agreed strategies to support this.

### Inspection judgements

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

Staff fully understand the Early Years Foundation Stage and provide targeted activities, which support children's developmental stage and enhance their learning. Areas of continuous provision are well-resourced and effectively linked to the seven areas of learning and development. For example, children enjoy engaging in imaginative play in the home corner, where there are a variety of different toy foods, pots and pans. As a result, children gain the necessary skills, in readiness for school. Staff undertake regular observations of children as they play, which allows them to identify children's developmental needs and their next steps in learning. Staff plan purposeful activities, use spontaneous learning opportunities and place a strong emphasis on following the interests of children. This engages children in learning as their natural interests are being followed. For example, during outdoor play young children become inquisitive about a snail they find in their mini-beast hotel. Staff ask children questions about the snail and incorporate size and positional language as part of their discussion, such as 'small' and 'under'. The environment is well-thought out to inspire and support children in active learning. For example, children are engrossed as they play in the construction corner in the outdoor

area. This involves children using tools and wooden blocks to build and balance and using spades and buckets to transport small stones and sand. Staff have extended this activity to encourage children to wear hard hats and high visibility jackets. This allows children to build an awareness of safety. Most staff verbally interact with children throughout the day, asking questions, posing tasks and providing challenge for children. This promotes early language skills and sustained thinking. However, at times, staff miss opportunities to engage older children in conversation, in order to fully extend their speaking skills and understanding.

Staff know children very well in this friendly nursery and have a very child-centred philosophy, which puts the child at the heart of what they do. There is an effective key-person system in place, which ensures that children's emotional well-being is consistently supported. Staff take responsibility for maintaining a learning journey for each child in their key group. This is kept to a good standard and contains observations and assessments of children's progress throughout their time at the nursery. Practitioners have high expectations for all children, based on accurate initial assessments, established on entry and the ongoing assessments, which they use effectively to get to know children's interests and learning styles. As a result, staff plan next steps in learning, which are suitably challenging and meet the individual needs of each child.

Partnerships with parents are strong and staff encourage parents to undertake observations of children at home. These are incorporated into children's development files and provide valuable information for staff to consider when planning activities. Communication methods between staff and parents are good and include daily diaries for babies and toddlers, daily verbal feedback, newsletters, social media sites and an overview board for pre-school. Parents are involved in children's assessment through contributing to baseline assessments, the progress check for children between the ages of two and three years and children's development files. Consequently, a shared approach to learning is established and ensures children make good progress in their learning based on their individual starting points.

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

Children feel safe and secure as there are warm and caring relationships in place with staff, which ensures they are eager and are well motivated to learn. Children are happy to leave their parents and embrace their key persons with great delight. Staff nurture children's care needs well. For example, younger children are quickly soothed if they become unsettled or seek reassurance. Children access resources very well as they are at low level, age appropriate, labelled and reflect diversity. As a result, children of all ages enjoy investigating their surroundings and making independent choices. They display the characteristics of effective learning and express themselves creatively. For example, they enjoy challenging themselves to build tall brick towers or make football collages as they talk about the world cup. The learning environments have been carefully planned to allow lots of free space for children to relax, sit quietly or explore sensory boards. Babies press buttons, shake musical instruments and enjoy playing in sand and glitter activity trays. All children benefit from fresh air and active play to promote their fitness and physical

development on a daily basis.

Staff use the light and spacious nursery rooms to help children develop high levels of confidence. Each room has a purpose-designed, clean, children's toilet or nappy changing area. Staff use these areas effectively to help children gradually learn to manage their personal needs, so they are prepared to move to the next nursery room. Older children manage with few reminders. They use the low-level room sinks to wash their hands independently after visits to the toilet. Therefore, they gain valuable self-help skills in preparation for the eventual move to school. Staff sit with children at mealtimes, making it a social occasion, as they talk with children about their day and promote discussion around healthy eating. Children benefit from healthy nutritious meals that are cooked on the premises daily and the cook adapts the food to cater for any children who have special dietary needs. Staff ensure that tables and hands are cleaned and table cloths are laid out before eating snacks and lunch. This helps to promote children's good health.

Staff have a good understanding of how to safeguard children. They monitor their activities closely and remind them how to play safely. Outdoor play is managed well as staff supervise children effectively and ensure they are safe. Most staff encourage children to become aware of how to keep themselves safe through careful explanation. However, there are times when staff are inconsistent in their approach to teaching children to manage their own behaviour. For example, staff tell children to 'stop throwing bricks' without explaining why such behaviour is not acceptable. Staff teach children how to keep themselves safe. For example, they practise regular fire drills with children so they are all clear of the how to evacuate the premises in case of an emergency.

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

The management team have an in-depth knowledge and understanding of the Early Years Foundation Stage. Robust policies and procedures are in place, which underpin the safety of children. Children are well safeguarded by experienced, well-qualified and caring staff. The management team are proactive in ensuring that staff have a high level of safeguarding awareness. For example, safeguarding practice is regularly reviewed at staff meetings and is a part of the induction procedures for new members of staff. All staff have attended safeguarding training and senior members of staff have attended the designated officer training. They are fully aware of the possible signs and symptoms of abuse and the relevant course of action to follow, in event of any child protection concerns arising or an allegation about the suitability or conduct of a colleague. Staff are clear of their role to provide a safe and secure environment for children. They carry out risk assessments of areas used by children and to help identify and minimise any hazards. There are closed circuit television monitors in place throughout the nursery. Visitors are required to sign into the nursery and can only gain access when staff let them in. This demonstrates there are effective security measures in place. Staff supervise children well and consequently, children are suitably protected. For example, the nursery keeps thorough records of accidents and attendance, which helps staff to protect children and promote their welfare. All staff are qualified in childcare and required ratios are met within

the nursery at all times. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the nursery. Staff are further supported through appraisals and supervisions. In addition, opportunities for them to attend a variety of training builds and enhances their early years knowledge.

The manager has a clear understanding of her responsibilities for meeting the learning and development requirements. This is shown by the way in which the nursery is planned and equipped to promote active exploratory play, so children learn through first-hand experiences. The management operates an effective key-person system that uses the skills of more experienced staff extremely well. These staff provide effective support for each child and family on starting at the nursery, so children settle quickly. A back-up buddy system adds a further layer of support to continue to meet children's needs well if a child's key person is absent. This shows good use of staff skills and qualifications by the management team. Key persons monitor children's progress through regular observations and assessments. The manager has implemented a monitoring system to track the progress children are making and staff complete summary reports every three months, which are shared with parents. This ensures any identified gaps in learning are addressed and targeted plans for intervention are successfully implemented.

The manager and staff are continually seeking ways to improve practice and the quality of care. Clear plans are in place to improve and develop the nursery. For example, the outdoor area is currently being enhanced through the addition of new resources, to provide additional challenging experiences for children, promoting their learning and creativity. A strong commitment to partnership working with parents and external agencies is evident, well-established and contributes to meeting children's needs. Close liaison with local schools and sensitive support provided by staff ensures that children are prepared for their move on to school. Practitioners have good relationships with parents who speak highly of the service and the care their children receive. They report that they are delighted with the progress their children are making and the warm and friendly atmosphere the whole team provides. Children benefit from the close working relationships between staff and parents. Regular communication ensures that parents are consulted at every stage of their child's care and development.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY472361
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	949720
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	74
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Hopes and Dreams (UK) Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 449 7963

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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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Piccadilly Gate  
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