

Banana Moon Day Nursery Edgbaston

14 Highfield Road, Birmingham, B15 3DU

Inspection date	29/07/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	Not Applicable	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

- Observations and assessments of children are precise, so that planning and teaching is well targeted and children make very good progress in all areas of learning.
- Parents are involved in supporting children's learning at home and their views on all aspects of the provision are welcomed.
- Children are safe as a result of the implementation of very effective and comprehensive safeguarding policies and procedures.
- Children are very happy and settled in the welcoming environment of the nursery. Healthy eating is promoted well and children are encouraged to develop their independence in readiness for school.
- Leadership and management is strong and the well-motivated staff work very effectively as a team to monitor and evaluate their provision. This leads to continuous improvement in children's learning experiences.

It is not yet outstanding because

- There is further scope to extend children's already good learning in the outdoor area.
- The already good links with other early years providers could be strengthened in order to engage in more regular mutual support, so that children's care and learning is fully

consistent.

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 one playroom and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and the provider of the nursery and the franchise support officer.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Banana Moon Day Nursery Edgbaston was registered in 2014 on the Early Years Register. It is run by an organisation and operates from premises in Edgbaston, Birmingham. It opens Monday to Friday, from 7.30am to 6.30pm, all year round, with the exception of bank holidays. There is an enclosed area available for outdoor play. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The manager and another member of staff have a BA in Early Years Studies and the manager holds Early Years Professional Status. Children attend for a variety of sessions. There are currently 13 children attending, who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It receives support from the local authority.

What the setting needs to do to improve further

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

- enhance children's already good learning experiences in the outdoor area through continuing to extend opportunities for their physical play and exploration of the natural world
- strengthen and extend links with other local early years providers, in order to engage in further mutual support to contribute to the improvement of the provision.

Inspection judgements

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

Staff obtain detailed information from parents about what children already know and can do, and what they are interested in, when they first start at the nursery. This is updated regularly so that the information is used alongside staff's own observations to maintain children's current interests and needs when planning their activities. Initial and ongoing assessments of children are precise, and mean that staff identify and address any gaps in learning quickly so that all children make very good progress. Parents are encouraged to share information about children's achievements at home and to contribute to their progress records with photographs and comments. Each child's key person provides guidance for parents on how they can support the next steps in children's learning at home. Staff have an excellent understanding of how children learn through play, which means staff plan varied and stimulating activities for children and ensure they build on their individual learning. Staff know the children very well, so they focus on specific areas in which to support children throughout their daily activities and routines. A wealth of information and photographs about children's activities, and how they learn through play, is displayed in the nursery foyer, so that parents can browse this information when they

wish.

The nursery rooms are very well thought out, welcoming and centred around children's interests and needs. Staff observe how children use the areas in each room and organise the furniture and good-quality resources so that they are easily accessible to all children. This means that each area is used effectively by children to gain the most from their learning and independent exploration. For example, when babies enjoy choosing from a range of wooden shakers and Indian bells, they smile and laugh as staff show them how to produce different sounds. The babies explore the textures of smooth wooden toys in a treasure basket, and move their whole bodies in time to action songs. A member of staff noticed that a baby enjoyed emptying the crayon pot by shaking it, then putting them all back in again. She told the baby they would make some shakers and get some more plastic cups to fill and empty. This shows how staff extend children's individual learning by using their interests to engage them. Older children pour water carefully around the edge of the water tray, and make marks with crayons, which shows their increasing skills in using their small muscle skills. They are well prepared for the next stage in their learning and for school because staff teach them to recognise the sounds and shapes of letters and numbers. Children learn to count and use mathematical skills well, and they find out which objects float or sink as adults guide their learning skilfully. Teaching is good and children are challenged at their own levels of understanding, so they build on their learning consistently.

Children develop their physical skills well as they throw and catch balls with staff, ride on wheeled toys or run around in the large garden. Three-year-old children show good coordination as they use the parachute and large hoops. The garden area is well resourced and children have opportunities to dig, make dens or play in the water tray and the mud kitchen. However, as the nursery has only been open a short time, there is further scope to develop this area, for example, so that children can extend their physical play and use a wider range of easily accessible resources to enhance their learning. Children enjoy looking at books with staff in the cosy areas of their rooms, and are encouraged to join in with action songs and number rhymes. This effectively supports children communication skills and growing interest in early literacy.

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

Children are emotionally secure at the nursery because staff have a very good relationship with parents and carers. This means they share information on a daily basis about children's well-being, needs and routines. They work together on children's potty training and other care routines, so that children benefit from consistency of care and feel secure. Parents are welcomed into the nursery and they know staff are happy to keep them informed about their child's well-being throughout the day if they telephone or text. Children form a close bond with their key person because staff are very caring and aware of all their needs. Children are happy and confident as they choose their activities and use all the outdoor space. There are very good relationships between children and staff, and children form friendships easily in the welcoming environment. Children sit happily on staff's laps to look at books, sing songs and play. They can lift flaps to look at photographs of their families if they need comforting, and staff give babies lots of cuddles to cheer

them up if they are upset. Staff praise children frequently so they gain confidence and good self-esteem.

The nursery meals are very varied and nutritious and children are encouraged to try new foods. The menus are developed in consultation with parents, so that all children's preferences and dietary requirements are adhered to. Staff talk to children about the different vegetables as they eat and teach them about which foods are healthy. Children choose from a range of fruits and rice crackers at snack times and drink milk or water. Children continue their learning at mealtimes, as staff help them to count how many children are at the table, so they can work out how many plates or cups they need to set out. These are calm, social times in which children develop their communication skills as they chat to staff and each other. They learn to be independent as they set the tables, pour their drinks and manage their cutlery well. This means the older children are well prepared for school. Children wait patiently for their turn to serve themselves with food and for the plates to be passed around.

Behaviour is excellent as staff have high expectations and set clear boundaries, which children respond to very well. They ensure children use good manners at all times and share the toys. Children are active outdoors each day, and they learn to manage risks safely as they use the wheeled toys and negotiate the different ground levels in the garden. The nursery has not been open for very long, so children have yet to move on to new rooms or to school. Nevertheless, staff are well prepared to support them in their moves so that they remain emotionally secure. For example, children will spend increasing amounts of times in their new rooms so that they get to know their new key person and the other children. Preparation and planning to ensure transitions to the next stage of learning are smooth because staff are aware of the importance of ensuring that children are well supported emotionally when changes take place.

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

Children's safety is given a very high priority in the nursery. Staff have a thorough understanding of the very effective policies and procedures because the manager ensures they keep their knowledge up to date through regular discussions at staff meetings and through training courses. She asks them what they would do in a range of situations and ensures their training is up to date. The recording and organisation of all documentation, medical and accident records is meticulous and ensures children are very well protected. Staff are vigilant in their daily risk assessment checks, and the premises are very secure so that no unauthorised visitors gain access. Closed circuit television and a fingerprint entry system improves security. There are rigorous procedures for the collection of children and the recruitment of staff. Prospective employees are given a trial session in the nursery to determine whether or not they are suitable. All staff have input into the decision, as they observe the candidate working in the rooms. New staff have a comprehensive induction and probationary period, so that they are familiar with all the policies and procedures and how to keep children safe. Safeguarding information for staff and parents is clearly displayed on a noticeboard in the foyer and in all the rooms. This provides reminders about how to identify and report concerns so that children are safe.

The manager and the providers monitor staff performance very effectively through regular supervisions, appraisals and observations of staff practice. Staff work very well as a team, and with a local authority early years advisor, to evaluate the provision in detail so that the high quality of care and learning is maintained for children. They work together on the self-evaluation process and include the views of parents and children. This means they identify areas for improvement and implement an effective action plan so that children's learning experiences continually improve. Staff discuss their training and professional development with the management team, so that their own needs and those of the nursery are met. The manager discusses and monitors individual children's progress with their key person, so that the impact of planning and teaching is evaluated. This ensures that children's needs are fully met and they make very good progress. Staff are very well motivated and are committed to providing high-quality provision. Parents are made aware of the complaints process, and very well informed about children's progress and the policies and procedures in the nursery. Those spoken to on the day of the visit were unable to think of any improvements necessary, as they are very happy with all aspects of the provision. Their comments are valued and they are given questionnaires twice a year to comment on the nursery provision.

There are effective links with some other local early years providers and the other nurseries in the group, so that staff share ideas and best practice. The management team attends local network meetings, which means that they are striving for continuous improvement in their practice and skills, and children benefit as a result. However, there is scope to make more regular contact with other settings children attend to ensure a fully cohesive approach to each child's care and learning. The management team and the staff understand the importance of working with other professionals, when the need arises, to support children's continuity of care and learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY474103
Local authority	Birmingham
Inspection number	955843
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	13
Name of provider	MZ Day Care Ltd
Date of previous inspection	not applicable
Telephone number	07985395802

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

