

# Banana Moon Day Nursery

Machell Road, Nunhead, London, SE15 3XQ



## Inspection date

Previous inspection date

23 September 2015

17 April 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is inconsistent. Staff do not always extend or challenge children through planned activities that match their individual needs. As a result, children are not fully supported to make good progress.
- Staff do not use observations and assessments to identify children's next steps in order to plan to help them make progress.
- The key-person system does not provide all children with a secure and settled relationship to support their emotional well-being and meet their care needs.
- Partnerships with parents are not fully developed in order to promote the two-way flow of information about children's learning and development. This means that parents are not aware of how they can support their children further at home.
- Systems to improve staff's performance are not yet fully developed. Supervision meetings are not frequent enough to ensure that weaknesses in the quality of teaching are identified. Self-evaluation does not fully include the views of parents and children.

### It has the following strengths

- Children learn to share and take turns as they play. Staff use clear and consistent boundaries for children, which helps them to develop an understanding of what is acceptable behaviour.
- Children develop their understanding of diversity and the wider world. They learn about how to be healthy and receive plenty of opportunities for physical activity in the nursery garden.

## What the setting needs to do to improve further

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

	Due Date
■ improve the quality of teaching by ensuring activities are enjoyable and provide suitable challenge for all children based on their individual interests, needs and stages of development	23/10/2015
■ make better use of observations and assessments of each child's progress and use this information to plan the next steps in their learning to ensure all children make progress	23/10/2015
■ ensure that every child has a key person to provide them with a secure relationship to meet their individual needs and provide emotional security	23/10/2015
■ improve partnerships with parents to encourage them to share their knowledge about their child's learning and care needs	23/10/2015
■ improve the supervision arrangements for staff to provide regular coaching and support to enable them to improve their personal effectiveness, practice and the quality of teaching.	23/10/2015

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

- improve self-evaluation to identify areas of strength and weaknesses and include parents and children's views to bring about rapid improvement and raise outcomes for children.

## Inspection activities

- The inspector spoke with several members of staff about their knowledge and understanding of the Early Years Foundation Stage and the children they care for.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents to find out about their views of the nursery.
- The inspector observed staff's practice with the children in each of the rooms.
- The inspector held a meeting with the manager and reviewed a wide range of documentation, including planning, risk assessment records, menus, recruitment, suitability of staff, and the setting's policies on visitors.

## Inspector

Zalihe Mehmet-Emin

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has not fully met all of the legal requirements, particularly those relating to learning and development. There are appropriate systems to recruit and check staff suitability to ensure only those suitable to work with children do so. Accurate staff attendance records are maintained. Risk assessments have been reviewed and additional measures to supervise children are now in place. Staff know the signs and symptoms of possible abuse and the procedures to take to report any welfare concerns. Therefore, safeguarding is effective. The manager has identified some staff training needs to improve children's care and learning. However, while staff undertake training, not all have put what they have learned into practice. This has an impact on the progress children make. Staff supervision is not fully effective to support a consistently good level of teaching across the nursery. The self-evaluation does not yet fully take account of the views of parents and children, and parents comment that they do not feel fully involved in the changes.

### **Quality of teaching, learning and assessment requires improvement**

Overall, staff provide children with suitable activities and resources. However, some staff, particularly in the toddler room, do not engage fully with children to extend their learning. This means that children do not always enjoy their learning. Staff carry out observations of children. However, these are not used to ensure that plans reflect children's next stages in learning. Children play confidently and happily. Older children hold conversations with their friends and engage in activities that support their imagination and creativity. Younger children practise counting as part of group story times. Consequently, they become familiar with the names of numbers.

### **Personal development, behaviour and welfare require improvement**

Overall, relationships between staff and children are generally positive. However, some children in the toddler room do not have a key person. This means that these children do not have a special person to turn to for cuddles or reassurance and staff do not always have a suitable understanding of their care and dietary needs. This has an impact on children's emotional well-being. The nursery has links with schoolteachers to help children to make the move to school. However, staff do not regularly share information with parents about their child's daily learning and care needs.

### **Outcomes for children require improvement**

Not all children are making good enough progress in relation to their starting points. Therefore, although children are generally happy, they do not have all the required skills to ensure that they are ready for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY469818
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1027005
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	36
<b>Name of provider</b>	LOGICOUS LTD Trading as Banana Moon Day Nursery
<b>Date of previous inspection</b>	17 April 2014
<b>Telephone number</b>	07773554382

Banana Moon Day Nursery registered in 2013. It operates from the ground floor of a converted community building situated in Nunhead, in the London Borough of Southwark. The nursery is open Monday to Friday from 7am to 7pm. It is open for 51 weeks of the year, except for bank holidays. Children can attend a variety of sessions. The setting employs 14 members of childcare staff, all of whom hold appropriate early years qualifications. The setting receives funding to provide free early education for children aged two, three and four years.

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