

Banana Moon Day Nursery Walsall

78-80 Ida Road, Walsall, WS2 9SS



Inspection date

15 February 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Staff do not always use the information gathered from their observations and assessments to clearly identify and plan for what children need to learn next. This means that not all activities provide sufficient challenge to support children's good progress.
- Staff do not gather enough information about children's existing skills and development when they first start at the nursery.
- Teaching is variable. At times, staff concentrate on domestic tasks and completing paperwork instead of engaging and interacting with children.
- Staff do not manage mealtimes efficiently enough to ensure that children are not sat waiting for parts of their meal to arrive.

It has the following strengths

- Staff in the baby room model children's emerging speech effectively. They interact well with them, repeating and reinforcing new words. This helps to develop children's communication skills.
- Parents are happy with the service provided by the nursery. They say that they are kept informed about how their children spend their time and express how their children enjoy attending.
- Staff receive ongoing training, coaching and supervision. This helps to build upon their existing skills.

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 planning and assessment systems so that specific next steps for children are identified, and use these to plan activities that support children's learning and development	17/03/2017
■ find out more about children's current capabilities and prior learning when they first start at the nursery and establish firmer starting points for their learning	17/03/2017
■ improve the quality of the teaching and interactions with children, and ensure that daily tasks do not impact the children's learning opportunities.	17/03/2017

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

- review the organisation of mealtimes and minimise unnecessary delay while children wait for parts of their meal to arrive.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the provider, manager and quality improvement officers. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Amanda Tompkin

Inspection findings

Effectiveness of the leadership and management requires improvement

Weaknesses within the use of observations and assessments mean that children are not supported to make the best possible progress. The arrangements for safeguarding are effective. Managers and staff understand their roles and responsibilities for protecting children. They are confident of the procedures to follow, in order to share concerns about children's welfare. Staff are deployed well and effectively supervise the children. The correct staff-to-child ratios are maintained. These are monitored throughout the day by managers. The provider has a good understanding of the requirements of the early years foundation stage, such as the need to inform Ofsted of a new manager in post. Effective procedures are in place to deal with concerns or complaints. Leaders and managers reflect on practice. They seek help and guidance from the local authority.

Quality of teaching, learning and assessment requires improvement

Staff complete assessments and share this information with parents. This enables any gaps in learning to be identified and helps parents to extend their children's learning at home. However, staff do not consistently use the information gained from these to help them plan activities that meet children's individual needs. This is because activities do not focus enough on what children need to learn next. Staff gather some information from parents when children first start. However, they do not always find out enough information about what their children already know and can do to provide them with accurate starting points to plan for their future learning. The environment is bright, welcoming and well resourced. Children are able to make choices in their play. However, occasionally staff focus too heavily on domestic tasks and routines, such as clearing away after meals and completing paperwork, rather than engaging with the children.

Personal development, behaviour and welfare require improvement

Children's independence is promoted. For example, they help to serve their own meals and learn to pour their own drinks. However, mealtimes are not organised effectively which results in children sitting for a length of time before the food arrives and then waiting for serving dishes containing parts of their meal to be passed from other tables. Despite this, meals and snacks are nutritious which promotes children's good health. The key-person system is effective. Suitable settling-in procedures ensure that children are welcomed into the setting gradually. This helps them to form warm and trusting relationships with staff. Children have daily opportunities to be physically active and benefit from fresh air. Children behave well. They are reminded of the rules of the setting and are encouraged to be kind, caring and considerate to others.

Outcomes for children require improvement

Weaknesses in the quality of teaching mean that not all children are supported to make consistently good progress in their learning and development. However, children are gaining some basic skills to help prepare them for school. Children demonstrate high levels of confidence and self-esteem. They are learning to solve problems as they eagerly construct train tracks. Children are learning to appreciate books and enjoy taking part in action rhymes and songs.

Setting details

Unique reference number	EY501382
Local authority	Walsall
Inspection number	1084401
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	44
Number of children on roll	31
Name of registered person	Amah Nurseries Limited
Registered person unique reference number	RP901082
Date of previous inspection	Not applicable
Telephone number	07908687382

Banana Moon Day Nursery Walsall was registered in 2016. The nursery employs 10 members of staff who all hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs and/or disabilities.

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