

# Banana Moon Day

8a Wake Green Road, BIRMINGHAM, B13 9EZ



<b>Inspection date</b>	19 July 2017
Previous inspection date	17 June 2014

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

## Summary of key findings for parents

### This provision is good

- Leaders and managers are good role models and they enable the staff to provide good quality of learning and care for children. They have worked hard to create a culture of reflective practice and make improvements for the benefit of the children.
- Children are happy in the welcoming, inviting environment. They develop good social skills that help them to make friends. Children develop good independence skills and learn to take responsibility for some aspects of their care. The routines in the nursery work effectively to support children's individual care needs.
- Children receive clear messages about healthy lifestyles. They enjoy nutritious meals and play outside daily. They have opportunities for rest and quiet activities.
- Staff implement good-quality teaching and effectively support children's learning, especially indoors. Managers regularly monitor children's achievements to ensure they make good progress in their development.
- Partnerships with parents are very strong. Parents receive regular progress reports and they are extremely pleased with their child's learning and development.

### It is not yet outstanding because:

- There are fewer opportunities provided for those children who prefer to continue with their learning outdoors.
- Staff do not always engage younger children fully during activities.

## What the setting needs to do to improve further

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

- provide more opportunities for children who prefer to learn in the outdoor environment
- encourage younger children to be more involved and to contribute during activities.

### Inspection activities

- The inspector looked at a selection of documents and checked the suitability of all persons working with children.
- The inspector observed the quality of teaching during the indoors activities and assessed the impact this has on children's learning. The inspector carried out joint observations of teaching with the manager.
- The inspector held a meeting with senior managers and the nursery manager.
- The inspector spoke with the children and staff.
- The inspector spoke with a number of parents and read written feedback from other parents and took account of their views.

### Inspector

Adelaide Griffith

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers work effectively with staff and ensure they are competent in their role. They regularly observe practice and provide effective support for staff to further develop their skills. Staff have opportunities to review their performance at individual meetings and through group discussions. They attend training and use what they learn to enhance their good practice, such as promoting children's good behaviour. Parents receive a wealth of information, such as the planning for children's learning. They unreservedly praise staff for the high quality of the provision. Staff understand the importance of working with other professionals. Teachers from local schools visit to meet children before they leave the nursery and this contributes successfully to school readiness. The arrangements for safeguarding are effective. All staff know the procedures to follow should they have concerns about any child who is in their care.

### Quality of teaching, learning and assessment is good

Staff promote children's learning well through rewarding experiences. Older children recognise feelings, such as happiness and share the reasons why they are happy. Staff skilfully use a range of methods to extend children's thinking and speaking. They incorporate size and numbers during activities. Two-year-old children receive good guidance to recall past experiences. For example, staff ask questions that encourage children to explain why they visit the dentist. Staff in the baby room ensure children have opportunities to look at picture books during quiet sessions. Children's language skills are developing well and staff consistently encourage their efforts. Staff observe children while they play and make use of the information to plan effectively for further learning. Assessments are accurate and used well to track children's development.

### Personal development, behaviour and welfare are good

Children enjoy their time at nursery. They are confident because staff consistently praise them and acknowledge what they do and say. The key-person arrangements are very effective. Staff obtain clear guidance from parents to ensure babies' individual routines are followed to maintain continuity with care practices at home. Children behave extremely well. They understand the expectations for behaviour, such as walking when using the stairs. Children benefit from well-organised snack and meal time routines. They choose from the selection of fruit provided and learn to independently serve themselves.

### Outcomes for children are good

All groups of children, including those in receipt of funded education, develop good skills for their future learning. Children who have special educational needs and/or disabilities make good progress in their development. All children enjoy story time and singing activities. They use tools, such as scissors very carefully and develop good coordination skills in preparation for writing. They count while they queue for outside play. Children learn to attend to their personal needs, such as putting on shoes with minimal assistance. They are well prepared for the next stage in learning at nursery or school.

## Setting details

<b>Unique reference number</b>	EY472361
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1102929
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	122
<b>Name of registered person</b>	Hopes and Dreams (UK) Ltd
<b>Registered person unique reference number</b>	RP908956
<b>Date of previous inspection</b>	17 June 2014
<b>Telephone number</b>	01214497963

Banana Moon Day registered in 2014. The nursery employs 23 members of childcare staff. Of these, 20 hold relevant childcare qualifications at level 2, 3 or 6. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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