

# Banana Moon Day Nursery Ashmore Park

Griffiths Drive, WOLVERHAMPTON, WV11 2LJ



## Inspection date

16 April 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- The provider's knowledge of safeguarding is extremely poor. This significantly compromises children's welfare. Not all staff, including those with lead responsibility for safeguarding, are able to recognise possible signs of abuse or neglect. The provider does not always follow the safeguarding policy and report concerns about children's welfare to the relevant agencies in a timely way.
- The provider fails to ensure that risk assessments are effective. She does not ensure that staff implement robust risk assessments to minimise any possible risks to children.
- The provider does not ensure staff are deployed effectively. Staff do not manage children's behaviour consistently to help them learn about expectations and boundaries. Staff have not established links with other early years settings that children attend.
- Staff do not provide effective support for children who need additional help to catch up or who are making less than expected progress. They do not work in partnership with parents and other professionals involved in their care to improve outcomes for children.
- The provider does not follow effective arrangements for staff supervision to develop their knowledge and skills. Staff caring for babies and pre-school children do not complete precise observations and assessments consistently or plan for children's learning effectively. Not all children make sufficient progress from their starting points.

### It has the following strengths

- Children in the toddler room make steady progress.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ ensure all staff, including those with lead responsibility for safeguarding, gain a secure knowledge and understanding of the child protection policy and procedures	14/05/2018
■ ensure that managers and staff gain a suitable understanding of how to recognise possible child protection concerns at the earliest opportunity and report any issues in a timely and appropriate way to promote children's welfare	14/05/2018
■ ensure that effective risk assessments are undertaken to identify, check and remove or minimise any hazards to children's safety, particularly in relation to the use of the ramp and steps in the outdoor area	14/05/2018
■ improve the effectiveness of staff deployment to ensure they supervise children appropriately and meet their needs at all times	14/05/2018
■ develop staff's understanding of how to manage children's behaviour effectively and ensure staff provide children with consistent messages to help them learn how to behave well	14/05/2018
■ establish effective partnerships with all other settings that children attend to facilitate a two-way exchange of information to promote consistency in their learning and development	14/05/2018
■ improve support for children who require additional help to catch up and work in effective partnerships with their parents and other professionals to ensure they receive the help they need without delay	14/05/2018
■ implement effective arrangements for the supervision of staff to improve practice and to ensure staff deliver good-quality teaching and learning experiences for children.	14/05/2018

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure staff make precise observations and assessments of children's learning and use this information effectively to plan suitably challenging activities that meet their needs and interests and help them make good progress.	04/06/2018

## **Inspection activities**

- The inspection was carried out following the risk assessment process.
- 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 provider, who is also the manager.
- The inspector held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff.
- The inspector spoke with parents during the inspection and took account of their views.

## **Inspector**

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The provider and other staff, including those who have lead responsibility for safeguarding, do not recognise and respond appropriately to possible signs of neglect or abuse. Staff do not follow the setting's safeguarding policy and procedures appropriately. They do not share information about safeguarding concerns and incidents with the manager and deputy, who have lead responsibility for safeguarding. This affects how rigorously the managers and staff monitor children's welfare and take action to reduce the risk of harm. There are instances when the setting did not inform relevant agencies of child protection concerns in a timely manner, placing children at significant risk of harm. Risk assessment is weak. The provider fails to ensure that staff understand and implement effective risk assessment procedures. The provider does not ensure that staff are deployed effectively to supervise children as they play. For example, children gathered speed as they ran or rode wheeled toys and bikes down ramps without adequate staff supervision to help keep them safe. At times, staff did not notice when children pushed each other or had minor accidents, such as falling over. Nonetheless, the provider ensures that there are sufficient staff to meet the ratio requirements. Staff receive some training and supervision. However, this has not helped to improve their safeguarding knowledge and improve the quality of teaching. Staff do not intervene to support children who need extra help to catch up, or those who are at risk of significant delay in their learning. The provider and staff do not work effectively enough with parents and other professionals to share and implement recommended actions to support children's learning. Effective systems for liaising with other settings that children attend are not in place to provide children with a consistent approach to meeting their care and learning needs. The provider has started to evaluate the provision. However, this has not been effective in helping to identify and address key weaknesses.

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

The quality of teaching is poor. Staff in the pre-school room do not make accurate observations of children and their assessments of what children already know are overly exaggerated. Staff working with babies do not have an accurate view of what they can do. There is no effective planning, a coordinated approach, or targeted intervention in place to support the learning and development of children who require additional help to catch up. As a result, children with speech and language delay are at risk of falling further behind. Staff's interactions with older children and babies are poor and do not inspire them to learn. Older children spend too much time wandering around, or waiting for activities, and are not engaged in fun, purposeful play. Babies amuse themselves as they explore the room and resources, but staff do not interact with them sufficiently to promote and extend their learning and development. These weaknesses hinder children's progress. That said, staff's interactions with children in the toddler room are sound and support them to make progress in their learning and development. For example, staff help children to recognise colours and develop early writing skills, such as when they enjoyed using paints and brushes to make pictures.

### **Personal development, behaviour and welfare are inadequate**

The weaknesses in leadership and management mean that children's welfare and safety are at significant risk. In addition, staff are not consistent in reminding children of the rules and boundaries of the setting. Children receive mixed messages from staff about expectations. This means that they do not learn what is expected of them and how to keep themselves safe from harm. For example, some staff ask children not to run on the ramp or climb on steps. Other staff run with them on the ramp and ignore children who are climbing on the steps. Staff provide some opportunities for children to learn about healthy lifestyles. For example, children benefit from daily fresh air in the outdoor area and enjoy nutritious snacks and meals. Staff provide sound emotional support for children, who are generally content as they play.

### **Outcomes for children are inadequate**

Weaknesses in the quality of teaching mean that all children do not make enough progress from their starting points. Older children and babies do not receive sufficient challenge and do not benefit from positive, meaningful interactions from staff. Teaching in the toddler room is better than elsewhere and means that two-year-old children make some progress. However, older children do not develop the key skills they need to help prepare them for the next stage of their learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY536238
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	1134161
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	67
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Baby Sienna Ltd
<b>Registered person unique reference number</b>	RP536237
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01902735432

Banana Moon Day Nursery Ashmore Park registered in 2016. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including three who hold qualifications at level 6 and the manager who holds qualified teacher status. The nursery opens Monday to Friday all year around. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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