

# Banana Moon Southwark Day Nursery

The Lantern, 1 Trundle Street, LONDON SE1 1QT



## Inspection date

13 December 2018

Previous inspection date

28 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of 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

- The manager has worked hard since the last inspection, liaising with the local authority as well as internal quality management to address the previous actions. She and her team have been able to raise the quality of the provision to a good level.
- Children have daily opportunities to go outdoors, be active and get fresh air. These outings also help children to learn about road safety, the community and the world around them. Children are excited when they see squirrels and are eager to point them out to the staff. Staff show interest and engage in their conversations. This helps to develop children's self-esteem and confidence.
- Staff regularly share information with parents about their children's learning and development. They take into account what children do at home to identify their next steps in their learning. This helps parents to know how they can support their children at home and to provide continuity in care and learning. Parents are happy about all aspects of their children's learning.
- Babies are happy and have warm and trusting relationships with the staff who know them well. Babies have plenty of space to practise crawling or walking and are keen to explore the stimulating environment available to them.
- Most of the staff have a good understanding of how children learn and plan well for each child's learning. They use observations and assessments to plan purposeful activities to help all children to make good progress.
- Although systems to monitor staff's practice and develop their skills and knowledge are good overall, there are still some inconsistencies.
- Staff do not consistently help children to understand and learn what is expected of them effectively. For example, when it is tidy-up time not all children are supported and encouraged to join in.

## **What the setting needs to do to improve further**

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

- continue to build on the system for monitoring staff's practice to ensure the training provided is effective and helps to raise the quality continuously across the setting
- continue to help children understand what is expected of them, especially during daily routines.

### **Inspection activities**

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled documentation, including planning and children's learning and assessment records.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children and the provider's self-evaluation and improvement plans.

#### **Inspector**

Anja Eribake

## Inspection findings

### Effectiveness of leadership and management is good

The manager is committed to make ongoing improvements. She has put an effective evaluation system in place that incorporates everyone's views, such as staff, children and parents. This helps her to ensure that all aspects of the provision are assessed and that a plan is put in place to address any areas of development. The manager monitors the children's development and works with the key person and parents of the children to ensure they receive the support they need to make progress in their development. Safeguarding is effective. All staff are aware of the setting's policies and procedures that underpin their good practice. They know what to do if they have a concern about a child's safety or well-being. Staff ensure that the learning environment is safe and encourages children's learning. They complete regular risk assessments inside and for outings and ensure that they maintain the required staff-to-child ratios.

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

Staff carry out regular assessments of the children and use these to plan activities to encourage their interest and ability. This supports children's curiosity to explore and use resources to further their learning. Toddlers engage in imaginary play using animal toys and enthusiastically imitate the sounds the animals make. Staff share children's next steps in learning with their parents to identify any support that may be needed and to celebrate their achievements. Staff in the baby room follow the children's interests and provide resources to help develop their physical skills. Children use walkers to support their early walking skills and become independent when exploring the environment. Managers and room leaders monitor and track the progress children make to help them identify any areas they need to improve. For example, they have identified that staff need to support the older children even further with their personal, social and emotional skills.

### Personal development, behaviour and welfare are good

Staff build strong bonds with their key children to help them settle and feel secure, and to support their emotional development. Staff follow a flexible daily routine to help children learn what happens next and adjust this to meet their needs. For example, if children are tired they can rest and when they come back from the park they know that they have to get ready for lunch. Children receive healthy and nutritious meals and are supported with their self-care skills, such as washing their hands. This complements their healthy lifestyles. They build friendships with other children and play respectfully together. They share news about their weekend with 'Rupert' the setting's teddy bear.

### Outcomes for children are good

Children develop good communication skills and are learning to express themselves. Parents comment on how children talk about their day at the setting. These are some of the skills that are needed for their next step in education and eventual move to school. Children are confident and are proud to share their achievements. Younger children enjoy colouring with chalk outside as part of developing their early writing skills. Older children play together with the skipping rope as one way of developing their teamworking and coordination skills.

## Setting details

<b>Unique reference number</b>	EY488660
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10079712
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	51
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Heavenly Aangels Ltd
<b>Registered person unique reference number</b>	RP907037
<b>Date of previous inspection</b>	28 June 2018
<b>Telephone number</b>	0203 583 5474

Banana Moon Southwark Day Nursery registered in 2015. It operates from a converted police station in the London Borough of Southwark. The nursery opens Monday to Friday between 7.30am and 6.30pm, for 51 weeks of the year. There are eight members of staff. Of these, five hold relevant childcare qualifications at level 3 and two hold qualifications at level 2.

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