

Banana Moon Day Nursery

33 Russell Road, Wimbledon, London SW19 1QN



Inspection date	16 May 2019
Previous inspection date	16 May 2016

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

- Teaching is effective as staff have a secure understanding of how children learn and have great expectations of them. As a result, children are confident, motivated to learn and make good progress.
- Children form secure attachments with staff because of the effective key-person system. Staff working in areas with younger children provide high levels of care and emotional support. All children are happy, settled and show a real sense of belonging.
- Robust risk assessments help ensure all areas of the nursery are safe and secure, which helps to support children's safety and well-being.
- Staff are good role models. They remind and encourage older children to share, for example, by using sand timers. This supports them to take turns during play. Children behave well, are polite and show respect to staff and each other from an early age. They receive lots of praise and encouragement, which helps to support their developing self-esteem.
- The nursery has a strong commitment to its continuous improvement. The recommendations from the last inspection have been addressed. For instance, the staff have increased children's opportunities to understand the importance of healthy eating, through discussions and activities such as creating healthy plates.
- Children have limited opportunities to see and hear their home language within the setting to strengthen their language even further.
- The setting has not fully developed partnerships with other early years settings, where care is shared, to promote more consistency in children's learning.

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 to engage in experiences that reflect their home languages
- consider ways to strengthen partnerships with other providers to further improve outcomes for children and families.

Inspection activities

- The inspector observed activities in all parts of the setting.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the written views of parents during the inspection.
- The inspector looked at children's records, planning documentation and policies and procedures, including those related to the suitability of staff.

Inspector

Trisha Edward

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff have a good understanding of child protection issues. They are clear about their role and responsibility to promote children's welfare and to report concerns to the appropriate professionals. Procedures for recruitment, vetting, induction and monitoring staff's ongoing suitability are robust. The management team works with staff, children and parents to evaluate the provision accurately. The manager closely monitors children's progress from the regular observations made by staff. This enables them to work together to monitor groups of children and identify and support any potential gaps in their progress. The manager works closely with staff to continually improve their teaching skills by supporting their training needs. For example, staff working with younger children have used recent training to provide more activities to stimulate their senses. Children now have fun squeezing slime, feeling shaving foam and creating models with dough and sequins.

Quality of teaching, learning and assessment is good

Staff work in partnership with parents to establish children's abilities and interests when they start. This supports them to plan experiences to build on these further. Staff encourage parents' involvement in their child's ongoing development and keep them well informed about their learning. This promotes consistency and positive outcomes for children effectively. Staff provide wonderful opportunities for children to develop an understanding of the natural world. For example, children in pre-school and toddler areas are learning about the life cycle of the caterpillar and chicken eggs. They observe new life as chicks hatch from eggs before their eyes.

Personal development, behaviour and welfare are good

The staff are proactive in supporting older children to develop independence skills through effective routines which support them to do things for themselves. For example, children dish out their own meals at lunch, pour their own drinks and wash their fruit at snack times. Staff working with all age ranges help children to develop secure physical skills. Children explore the indoor and outdoor area environment confidently. For example, babies learn to use furniture to pull themselves up. Older children enjoy accessing the garden all year round. Children have a strong sense of belonging. This is helped, for example, by the display of children's photographs of themselves and their families, in all areas.

Outcomes for children are good

Older children confidently count, identify numbers and sequences as they play with dinosaurs, demonstrating effective mathematical skills. Younger children develop their early writing skills as they use crayons to create a range of marks on their paper. Children investigate natural objects such as leaves and role-play insects, while using magnifying glasses. Babies become excited and have fun as they move their bodies, while listening to their favourite nursery rhymes. These are just some of the skills children gain that help to prepare them for their future learning at school.

Setting details

Unique reference number	EY478785
Local authority	Merton
Inspection number	10076088
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	74
Number of children on roll	80
Name of registered person	Wendy's House Nursery Ltd
Registered person unique reference number	RP904590
Date of previous inspection	16 May 2016
Telephone number	0208 540 7592

Banana Moon Day Nursery registered in 2014. It operates in Wimbledon, within the London Borough of Merton. The nursery is open Monday to Friday between 7.30am and 6.30pm, all year round. The setting employs 17 staff, 12 of whom hold appropriate early years qualifications ranging from level 2 to 4. The setting receives funding for the provision of free early education for children aged two, three and four years.

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