

Inspection of Banana Moon Day Nursery Gloucester

136 Stroud Road, Gloucester GL1 5JR

Inspection date: 22 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children make good progress and have exciting experiences at the nursery. They have opportunities to learn about the local community, visiting the nearby care home to share rhymes and stories with the residents. They also go to the local school to meet teachers and see where they will be going next.

Children receive good support when they start at the setting. They bring in photographs to share with staff and others. Children learn what it is like in other families and talk about what is the same and what is different. Their behaviour is good, and staff help them to understand how to take turns and share with their friends. Staff give children praise for trying and achieving, which supports children to become confident learners.

Leaders, manager and staff have reflected well on the provision since it opened. They added a growing area to the outdoor space where children helped plant, look after and finally eat a range of healthy vegetables and fruits. They introduced a new online system where parents can share with staff what children do at home, as well as staff adding observations about the children's day with them. This helps staff plan well to meet children's changing needs and interests. Children also now have the chance to take home books with the favourite stories they have listened to in nursery, to hear them read again by parents.

What does the early years setting do well and what does it need to do better?

- Children have plenty of opportunities to develop skills indoors and outdoors. Older children put on their coats and shoes to go outdoors. Once outdoors they confidently climb steps and try out different ways of going down the slide, encouraged and praised by staff. Indoors, babies explore the sand. They watch as staff make patterns as they push the rake through the sand or dig using the spade. Babies copy the actions and smile when they are told 'well done'.
- Children love exploring the cornflour and water with glitter and coloured shapes. Staff model how they can make the mixture move around the tray, using their fingers and spoons. Children excitedly make their own patterns, repeat words and phrases and talk about how the mixture feels. However, staff sometimes do not make sure children are listening when they talk with them and miss chances to encourage children to think and extend their learning further.
- Staff provide real food for the children to play with in the role-play kitchen. Toddlers sort the carrots, broccoli and cauliflower to make pretend soup for the staff and their friends. They remind them to blow it as it may be hot. Older children take part in an activity to make smoothies. They try different fruits such as raspberries, bananas and blueberries and take turns using the electric mixer. They talk about why the food is good for them and learn about healthy food

choices.

- The manager monitors staff well and provides opportunities for them to continue their professional development to enhance the quality of their teaching. Recent courses have helped baby-room staff provide more challenging experiences for children. Staff working with pre-school children have had training on how to provide more varied and natural resources that offer children the chance to use their imaginations. Children used round shapes with laminated facial features to create faces to express different emotions and share their feelings. They then adapted the activity to create pocket monsters and 'trained' them to have play fights and talked about how this made them feel.
- Staff know the children well. They make accurate assessments about children's achievements. They quickly notice when children need extra help. They work in partnership with parents and other professionals to provide the support children need to achieve and to close any gaps in learning rapidly. All children, including those with special educational needs and/or disabilities, make good progress.
- Staff focus on helping children's language and communication. They provide children with new words or use signs to support understanding. All children, including those who are learning English as an additional language, are confident talkers.
- Staff plan different activities for children to meet their needs and interests. They offer group times for children to listen to stories or take part in craft activities, as well as providing accessible resources that children can choose for themselves. However, staff sometimes do not set up group activities well enough to make sure children know what is happening and are ready to learn well from the start.

Safeguarding

The arrangements for safeguarding are effective.

Staff at the setting have secure knowledge and understanding of how to keep children safe. They attend regular training to keep their knowledge up to date. Staff teach children how to stay safe and manage appropriate risks. For example, they talk about crossing the roads safely when out and about, and support children as they learn to climb the steps to the slide in the outdoor play area. Managers have comprehensive recruitment and monitoring systems to ensure staff remain suitable to work with children.

What does the setting need to do to improve?

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

- help staff to make sure they have children's attention when talking to them or asking them questions as they engage with activities, so they make the most of opportunities to enhance children's learning and development
- ensure the planning, set up and organisation of group activities support

children's engagement so they learn well from the outset.

Setting details

Unique reference number	EY542831
Local authority	Gloucestershire
Inspection number	10099602
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	47
Number of children on roll	55
Name of registered person	Good Shepherd Ltd
Registered person unique reference number	RP542830
Telephone number	01452 505327
Date of previous inspection	Not applicable

Information about this early years setting

Banana Moon Day Nursery Gloucester registered in 2017. The nursery is based in Gloucester. It offers care from 7.30am to 6.30pm on Monday to Friday for 51 weeks of the year. There are seven members of staff who all hold appropriate childcare qualifications at level 2 or above. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The manager of the nursery and the inspector undertook a joint observation of the activities provided for the children.
- The inspector considered the views of parents spoken to on the day.
- The inspector looked at samples of paperwork, including setting recruitment policies, suitability checks and children's records.
- The inspector talked with children, staff and managers at appropriate times during the inspection.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019