

Inspection of Banana Moon Day Nursesey WestBrom

Stone Cross, Jervoise Lane, West Bromwich, West Midlands B71 3AR

Inspection date:

6 December 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are settled at this welcoming and friendly nursery. They arrive at the start of the day happy and separate from their parents without hesitation. Children confidently make choices in the well-resourced environment. They have formed strong bonds with staff and each other. Children behave well. They play happily alongside other children, sharing and taking turns. Leaders and managers have made positive changes to the provision since the last inspection. However, some plans identified are yet to be fully embedded to ensure that children benefit from consistently good teaching. Not all staff respond well enough when children show signs that they are becoming bored or distracted in their play. Nevertheless, children enjoy joining in with some of the activities on offer. Babies enjoy moving their bodies enthusiastically to action songs and rhymes. Older children use their imaginations as they excitedly build a fire station with large bricks. Some mathematical skills are promoted well. For example, staff encourage children to estimate how many more bricks they may need and to compare the height of the building to their own height. Staff use frequent praise and encouragement. They engage with children as they play. This helps to promote children's confidence and well-being. However, staff do not always use the information gathered from their observations and assessments to plan purposeful next steps for children.

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

- Staff complete some observations and assessments of children's learning. However, they do not always use this information to plan activities that meet children's individual needs. This is because activities do not focus enough on what children need to learn next.
- The quality of teaching is variable. The organisation of activities during the day does not fully support children's play and learning opportunities. Staff do not always identify when children need to move on or need extra support in their learning. This means, at times, children are not fully engaged in their learning.
- Leaders and managers are ambitious and reflective. They have sought advice and guidance from other professionals to help improve the overall quality of the provision. Plans for further improvements are in place. However, some plans identified are yet to be fully embedded to ensure the quality of teaching is raised to at least a good level.
- Staff successfully promote children's independence and encourage them to take care of their own self-care needs. For example, pre-school children use the bathroom independently and are reminded of the importance of washing their hands. Babies are encouraged to feed themselves at mealtimes. Staff ensure children have an appropriate place to rest and sleep. This helps to support their physical health and well-being.
- Staff have established good partnerships with parents. They share regular

information with them and provide them with ideas of how they can continue with their children's learning at home. Parents spoken to on the day of inspection were complimentary about the nursery. They express how much their children's communication and language skills have developed since they started.

- Staff have high expectations of children's behaviour. They are kind, caring and act as good role models for children. As a result, children learn to respect and be kind to one another. An established key-person system has been implemented. This helps to ensure children have secure relationships with staff. Babies confidently approach staff for cuddles and reassurance when needed, and older children readily include staff in their chosen play.
- Children have regular opportunities to take part in activities in the local community. For example, they enjoy trips to the local library to join in with story sessions. They visit the local shops, post office, church and play areas. These wider experiences help to develop children's confidence, which has a positive impact on the next stage of their learning, including starting school.
- The manager and staff ensure children's additional needs are supported well. Staff work well with other professionals involved with children's care. This helps to complement children's learning experiences and ensures their needs are met.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have made improvements following the last inspection. They have improved risk assessments and use these to ensure the environment is safe and suitable for children. Managers and staff have a good understanding of the procedure to follow to share concerns about children's welfare. They know the different signs and symptoms of abuse and neglect. Staff are confident with the procedure to follow should they need to report concerns about another staff member. Leaders and managers follow robust recruitment procedures to ensure staff are suitable to work with children.

What does the setting need to do to improve?

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

	Due date
improve the planning and assessment systems to ensure appropriate next steps are identified, and use these to plan activities that support children's learning and development	17/01/2020

improve the quality of teaching by reviewing the organisation of some activities during the day and help staff to recognise when children need to move on in their learning or when they may need extra support.	17/01/2020
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To further improve the quality of the early years provision, the provider should:

- make further use of self-evaluation to help tackle the weaknesses in teaching and implement the identified plans to help further raise the standards within the nursery.

Setting details

Unique reference number	EY491036
Local authority	Sandwell
Inspection number	10113697
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	52
Number of children on roll	36
Name of registered person	Abz Childcare Ltd
Registered person unique reference number	RP534727
Telephone number	0121 588 6703
Date of previous inspection	6 June 2019

Information about this early years setting

Banana Moon Nursery WestBrom registered in 2015. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Tompkin

Inspection activities

- The inspector toured the premises with the manager and discussed the plans to promote children's learning. The quality of teaching was observed and the impact this has on children's learning was assessed.
- The inspector completed a joint observation with the manager.
- Discussions were held throughout the inspection with the manager, staff and children.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The views of parents were taken into consideration by engaging in discussions with a number of parents.

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.

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