

Inspection of Banana Moon Day Nursery Kingsbury

Banana Moon Day Nursery, Kingsbury Library, Bromage Avenue, Kingsbury,
Tamworth, Warwickshire B78 2HN

Inspection date:

17 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled, and they separate well from their parents. Staff greet children, which helps in the transition from home to nursery. Children freely access resources that support their interests. They enjoy sensory experiences and use small tools well. Children carefully scoop jelly filled with sequins onto different-sized spoons and pour it into different containers. They manipulate dough, squeezing it in their hands and moulding it into different shapes. Staff engage with children as they play. They use lots of repetition of simple words for the younger children. However, they do not consistently make the most of opportunities to extend children's language and communication skills. While staff provide a range of activities, they do not clearly identify the focus for planned activities to ensure that children experience the most from them. Children gain some awareness of diversity as they see images of people with different skin tones in books. However, staff do not fully support their awareness of similarities and differences regarding families, cultures and traditions beyond their own. Children enjoy being physically active. They delight in playing 'chase' in the garden with staff and show good control and coordination as they kick balls around in the garden.

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

- Staff do not plan as effectively as they could to ensure that activities consistently provide enough challenge for all children. They do not maximise opportunities to support children's language and communication skills. Teaching does not focus sharply enough on what children need to learn and how this is best done to ensure children gain the most from the activities. That said, children do gain the basic skills necessary to prepare them for their future education.
- Children celebrate different cultural events during the year and have foods from different countries at mealtimes. However, resources are limited that reflect their community and the wider world, and opportunities for children to explore similarities and differences are also limited.
- Children are forming friendships with their peers and have close relationships with staff. They involve staff in their play and seek support as needed, such as when getting their coats on to be ready to go outside to play.
- Children are learning about behaviour expectations and the impact of their behaviour on others. Staff encourage children's awareness of what is acceptable behaviour and the consequences of their actions. They praise children and recognise their efforts and achievements. This supports children's confidence and builds their self-esteem.
- Staff take appropriate steps to ensure the safety and well-being of children. Potential risks within the environment and the garden are minimised. Children are unable to leave the setting unsupervised. Staff take steps to maintain a clean and hygienic environment and they support children as they learn the

importance of washing their hands and using tissues to wipe their noses when they need to.

- Staff gather important information from parents about their child's care needs, their dietary needs and preferences. Staff ensure children's well-being. They remain alert to the foods that are unsuitable to individuals, and clear routines are in place to ensure children do not have any access to high-risk foods. Mealtimes are happy occasions. Staff support children as they learn to use their cutlery with ease, and encourage children's awareness of the foods they are eating and foods that are good for them.
- Partnerships with parents are continually developing. Staff spend time getting to know children and their families from the start of their placement. While staff communicate with parents daily, they are continually looking at how this can be improved. Managers welcome and value any comments parents have and act quickly on concerns or issues that may be raised.
- This is a newly established team, and managers and staff are continually evaluating practice to minimise any breakdown in communication that may occur. They aspire to provide the best possible care and learning for all children. Managers support staff and monitor their practice. Professional development opportunities are identified and accessed, and managers are positive role models for the team.

Safeguarding

The arrangements for safeguarding are effective.

Staff fully understand their role in protecting children from harm and neglect. They are knowledgeable of the procedures to follow to report any concerns that they have about a child to ensure children remain safe. Staff are knowledgeable of the wider issues relating to safeguarding, such as the 'Prevent' duty and forms of abuse that girls in particular are at risk from. Staff remind children about their own safety, for example not to run indoors and to use their cutlery and resources safely. Children are not released into the care of unknown adults. Staff check the identification of all visitors to the nursery and ensure that visitors to the nursery are not left unattended with the 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
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develop the use of planning to clearly identify focus for planned activities to ensure that all children gain the most from them in accordance with their learning needs.	31/01/2020
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To further improve the quality of the early years provision, the provider should:

- make the most of opportunities to encourage children's language and communication skills in both planned and spontaneous situations
- develop practice for raising children's awareness of similarities and differences regarding traditions, cultures, families and communities beyond their own experiences.

Setting details

Unique reference number	2548445
Local authority	Warwickshire
Inspection number	10131279
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	32
Number of children on roll	33
Name of registered person	Banana Moon Childcare Ltd
Registered person unique reference number	2548444
Telephone number	01827 874515
Date of previous inspection	Not applicable

Information about this early years setting

Banana Moon Day Nursery Kingsbury registered in 2019. The nursery employs 10 members of childcare staff. All hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, from 7.30am until 6.30pm. It is in receipt of funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the provider and nursery manager, and looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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