

Inspection of Banana Moon Day Nursery Kingsbury

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

Inspection date:

26 May 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Babies and younger children are not safe when they play. Staff in the baby room do not identify when they use objects that are choking hazards. This puts them at significant risk of harm. The provider and manager do not recognise, identify or address weaknesses in teaching and staff practices. This significantly compromises children's safety and learning.

The quality of education for some children is poor. The provider fails to ensure that staff contact outside agencies at the earliest opportunity to ensure that children with special educational needs and/or disabilities (SEND) get the help they need. Children who have communication and language delay do not receive the support they need. Staff do not plan activities that are consistently matched to children's stages of development, particularly in language development, and managing feelings. Staff fail to challenge children to ensure that they are well prepared for school and the next stage of their learning. That said, children enjoy being creative in the outdoor area. They concentrate as they use mud to make a face and select materials for the eyes, nose and mouth. They observe animals and learn about life cycles.

Children have appropriate manners and say 'sorry' if they accidentally bump into another person. Although parents do not enter the nursery because of COVID-19 (coronavirus) risk assessments, staff make every effort to talk with them about their children.

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

- The provider's actions have failed to improve the nursery since the last inspection. The nursery's effectiveness has declined even further. Children are not safe when they play and they do not receive an acceptable quality of education.
- Staff complete regular risk assessments. However, they fail to identify all risks to babies. They plan activities where babies play with small ice cubes but do not notice when babies put these in their mouths and then walk around. This puts babies at a high risk of choking.
- Although the manager regularly checks the quality of teaching and children's learning, this is not effective. Her understanding of their curriculum is not secure. Staff receive some training; however, this does not have a positive impact on the quality of their teaching and interactions with children. Some staff have a poor knowledge of how to build on what children already know and can do, to prepare them for the next stage of their learning. They fail to help babies to prepare for their move to the older age room. For example, babies walk around drinking juice out of baby bottles. This does not prepare them for the

arrangements in the older age room where staff expect them to drink out of unlidged cups. This means that staff do not prepare children well for the next stage of their learning.

- In general, children learn to share and to play with each other. However, staff do not effectively help children who find it more difficult to play with others and to join in with all activities. They do not target their teaching to help children to manage their feelings and behaviour. Some older children are not prepared for their move to school.
- Staff identify when children have SEND. However, leaders do very little to get children the help that they need. They do not make timely referrals to other professionals when children have language delay. In addition, some staff have a poor understanding of how to plan for children who have communication difficulties. The provider fails to ensure that staff plan targeted support to help children to catch up in their learning. This means that some children make poor progress in their communication and language development.
- Staff know about children and their achievements. However, they do not use their observations and assessments effectively to identify what children need to know and do. The provider has not ensured that there is a clear and effective curriculum in place to help children to learn well. This means that some staff do not know exactly what to teach children, or when to teach it. This prevents children from building up their knowledge and skills in all areas of learning.
- The manager and staff work closely with parents. This helps staff to gather information about children's interests. They regularly talk to parents to exchange information about children's achievements.

Safeguarding

The arrangements for safeguarding are not effective.

Risk assessment is weak. Staff do not recognise that the resources they have for babies are a choking risk. This puts children at significant risk of harm. The manager and staff know how to recognise signs that a child might be at risk of abuse and neglect. They understand the procedures for reporting any concerns they might have. This includes reporting concerns about a member of staff. The manager makes suitable checks when she recruits new staff to ensure they are suitable to work with children. Staff know about children's allergies and take appropriate steps to manage these.

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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implement effective risk assessments to identify and eliminate all hazards to children's safety and welfare, with particular regard to the resources used by babies	27/05/2021
Identify where the manager and staff need support and provide them with effective professional development to ensure they have the knowledge needed to offer a quality curriculum for children; particularly for communication and language, and managing feelings and behaviour	26/07/2021
ensure that effective learning plans are in place to support children with SEND to meet their individual requirements	26/06/2021
ensure that the manager and staff use their observations of children's learning and assessments to plan a curriculum that meets each child's stage of development, helps them to make good progress and prepares them for school.	26/07/2021

Setting details

Unique reference number	2548445
Local authority	Warwickshire
Inspection number	10136904
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	31
Number of children on roll	45
Name of registered person	Banana Moon Childcare Ltd
Registered person unique reference number	2548444
Telephone number	01827 874515
Date of previous inspection	17 December 2019

Information about this early years setting

Banana Moon Day Nursery Kingsbury registered in 2019. The nursery employs 13 members of childcare staff. Of these, one holds a relevant early years qualification at level 6, one holds level 4 and nine hold 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

Anne Dyoss

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the safeguarding policy and procedures.

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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