

Inspection of Banana Moon Day Nursery Battersea

31 Winstanley Road, LONDON SW11 2EZ

Inspection date: 17 June 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the nursery and make secure progress in their learning. They are confident and settled, and have built secure relationships with their key person. Staff have helped children to transition back to the setting well following absences due to the COVID-19 (coronavirus) pandemic. Staff recognise that some children need more time to adjust and they offer these children additional support and cuddles so that they feel secure.

The new manager has implemented many changes which have had a very positive impact on children's care and learning. The curriculum is more focused on the children's needs and interests. For example, older children now have free-flow access to the outdoor learning environment where they can explore and use the space creatively. The babies have regular time outdoors and are provided with many sensory experiences. There is a strong focus on evaluating the setting's strengths and weaknesses in order to target where support is required.

Children's behaviour is good and staff act as good role models. They encourage good manners, and children learn how to cooperate with each other, share resources and take turns. The nursery environment is bright and welcoming. Space is organised well, and the review of risk assessment arrangements has supported keeping children safe and minimising accidents.

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

- The manager is reflective and evaluates the setting well to ensure improvements are embedded. There has been a strong focus on establishing a consistent staff team who are well qualified. Staff training is supported to ensure staff have the skills to support children's learning needs. There are plans to develop a nature area and forest school.
- Babies snuggle up close to familiar adults and love the tactile activities provided. For example, babies enjoy a sensory foam activity. They excitedly explore the substance with their hands and are introduced to new language, such as 'squishy'.
- Older children are learning skills to support their move to school. They confidently use jugs to pour water through a water wheel and are able to take turns. Children learn mathematical concepts as they play, such as counting and talking about size and shape. Parents comment that children show an interest in phonics at home, which they have learned at the nursery.
- Children with additional needs are supported well. Staff liaise with parents about children's learning plans, and parents provide useful information from specialists to support curriculum planning. Staff understand the needs of individual children, and ensure that resources offered inspire children to want to explore.

- Overall, parents are happy with the care provided to children, and say their children love the friendly and caring staff. They have recently seen significant improvements in the setting, and value the manager's commitment. Parents have regular opportunities to discuss their child's progress with staff and receive useful information to support transitions to school.
- Staff consistently engage and interact with children. They provide a good range of play and learning experiences. The needs of disadvantaged children are well considered. For example, staff recreate a beach scene in response to children's interest in finding out what it is like to go to the beach and explore the sand.
- Good arrangements are in place to support children who are learning English as an additional language. Staff find about children's home language vocabulary and use visual picture prompts to support young children's language development. Although children's language is promoted, staff do not always allow children sufficient time to respond to questions, or use their questioning to fully extend vocabulary.
- The staff team is now consistent and all children have an allocated key person to support their individual planning needs. At times, the deployment of staff in the 'over twos' unit does not ensure that children are able to get the most out of activities. For example, during story and snack times, the lead member of staff does not have sufficient support to maximise children's learning opportunities.

Safeguarding

The arrangements for safeguarding are effective.

There are secure systems in place to ensure that staff are suitable to work with children. Staff have received safeguarding training and understand how to identify and report concerns regarding children's safety and welfare. Children's safety in the setting is supported well through effective risk assessment, and consideration is given to the organisation of space to promote children's safety.

What does the setting need to do to improve?

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

- make greater use of opportunities to develop children's thinking skills and promote their language development by ensuring they have sufficient time to respond
- review the deployment of staff in the 'over twos' unit to ensure children are appropriately supported during group activities.

Setting details

Unique reference number	EY491589
Local authority	Wandsworth
Inspection number	10197468
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	58
Number of children on roll	54
Name of registered person	Little Joy Day Nursery Ltd
Registered person unique reference number	RP534765
Telephone number	02072288747
Date of previous inspection	14 October 2016

Information about this early years setting

Banana Moon Day Nursery Battersea registered in 2015. It is based in Battersea, in the London Borough of Wandsworth. The nursery opens Monday to Friday from 7.30am to 6.30pm. There are nine members of staff who work at the nursery, including the manager. Of these, one holds a relevant qualification at level 6, one holds level 4, and five hold level 3.

Information about this inspection

Inspector

Laura Brewer

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 sampled some of the setting's documentation, including evidence of the arrangements to ensure staff suitability.
- The inspector spoke with parents 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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