

# Inspection of Banana Moon Day Nursery

166a Gloucester Road, Patchway, BRISTOL BS34 5BG

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Inspection date: 29 September 2021

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety is not assured. The provider and manager do not ensure that staff fully understand their responsibility to keep children safe. At times, staff fail to implement the nursery's risk assessment procedures, and this puts children at risk of harm. They do not ensure that children are supervised at all times and are within sight or hearing. Leaders do not ensure that staff deploy themselves adequately to ensure children's safety and to meet their individual needs.

The key-person system for babies is not effective and does not meet all babies' emotional needs. Important information about the children's experiences in the nursery is not always shared with parents in a timely manner. These failures have a significant impact on children's safety, welfare and well-being.

The manager understands the curriculum and knows what she wants all children to learn. However, staff working with the youngest children do not implement the curriculum effectively. Parents speak positively about the online system which helps to keep them informed about some aspects of their child's learning at the nursery. They appreciate the activities that were sent home during the national lockdown to help support their children's learning.

Older children are keen to explore the resources on offer. Staff form good bonds with older children and support them well to develop their independence and social skills. They are confident to serve themselves food and clear away their plates after eating. Children show positive behaviour. They learn to share and take turns and play amicably with their friends.

Children enjoy being physically active. Babies develop the muscles in their arms and legs, for example when they crawl over logs in the garden and pull themselves up to stand at the water tray. Staff provide older children with activities that help to strengthen the muscles in their fingers and wrists in preparation for writing. For instance, toddlers enjoy the challenge of using tongs to pick up and move pom-poms, and persevere well during the activity.

Children benefit from the freshly prepared, nutritious snacks and meals. Toddlers know that vegetables are good for them and help to make them strong. Staff teach older children about 'germs' and 'bacteria' to develop their understanding of good hygiene practices.

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

- Staff do not always follow the nursery's procedures to ensure children's safety and well-being. When staff take children outside to play, they do not check that

they have all the children they are responsible for. As a result, they do not notice that they have left a child inside alone and unsupervised for a long period of time. In addition, staff do not deploy themselves effectively in the garden area and do not supervise children well enough or engage them in play.

- The key-person system in the baby room does not provide some babies with enough support to help them to settle and feel secure. When babies are distressed, staff do not always use what they know about their interests to help them settle and engage in play. Staff do not gather enough information from parents for them to support babies' emotional well-being. For example, staff do not know what the home language is for those who are learning English as an additional language. In addition, they do not find out how to soothe babies when they become upset.
- Partnerships with parents are not fully effective. The manager does not ensure that parents are kept sufficiently informed about their children's experiences in the nursery. For example, the manager failed to inform parents when their child was left unattended in the stairwell for a long period of time, until the local area designated officer advised her to do so. In addition, despite the manager knowing that some babies are distressed and unsettled for long periods, she does not ensure that parents are kept informed about this. She has not considered, for example, talking to parents to review settling-in procedures.
- The quality of teaching is inconsistent across the nursery. Staff working with the youngest children do not demonstrate an understanding of how to implement the curriculum to which leaders aspire. Some activities lack purpose because staff do not know what they want children to learn. Staff do not always provide children with appropriate resources to use in activities relevant for their age and stage of development. Staff do not support babies' communication and language skills well enough. They do not make good use of opportunities to talk to babies as they play, or introduce new words as they explore resources.
- Staff promote toddlers' and older children's developing language skills effectively. For example, when pre-school children make dough, staff support them to look at and talk about a printed recipe card. They ask children to think about an earlier story to help them to remember what ingredients they need. Staff introduce vocabulary, such as tablespoon and teaspoon, and encourage children to talk about and compare the spoons to reinforce their understanding of the differences. They extend learning further by supporting children to recognise the written numerals on the recipe card. However, staff do not support babies' and younger children's communication and language skills well enough. For instance, staff do not make good use of opportunities to talk to them as they play or introduce new words as children explore resources.
- Staff share books with children throughout the nursery to help them develop a love of reading from an early age. Older children demonstrate good listening and concentration skills in readiness for school. They are confident to ask questions about stories and share their ideas about what will happen next. Some babies enjoy using their senses to explore different textures in books.
- Older children enjoy solving problems. For instance, during water play, they show high levels of curiosity about whether the natural resources they find in the garden will sink or float. Staff ask children effective questions, such as

'What?', 'Why?' and 'How?', to challenge their thinking and deepen their learning.

- Children learn how to respect and care for living things. They gently stroke the chickens in the garden and know they must not chase them. Children develop an understanding of differences in society. For example, staff teach older children words and songs in their peers' home languages and teach them about their different cultural festivals.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff understand their role and responsibility to keep children safe and support their welfare. Weaknesses in implementing risk assessment procedures, staff deployment and in the supervision of children put children at risk of harm. The provider and manager have completed safer recruitment training. They follow robust recruitment procedures to ensure staff are suitable to work with children. Staff know the correct procedures to follow should they have any concerns about a child's welfare. Staff teach older children how to keep themselves safe. They give children good explanations, for example about the dangers of scissors and how to use them safely.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure staff supervise children adequately and that children are always within sight or hearing of staff	13/10/2021
ensure that staff are deployed effectively, to keep children safe and to meet their individual care and learning needs	13/10/2021
ensure staff implement risk assessment procedures to minimise any potential risks to children	13/10/2021

provide staff with effective training and support to help them understand their role and responsibility to keep children safe	13/10/2021
improve the key-person system for babies and build relationships with all parents so that babies settle into the setting and their emotional well-being and development are adequately supported	13/10/2021
inform parents of significant incidents regarding their child without delay.	13/10/2021

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

	<b>Due date</b>
plan and deliver a curriculum which meets the needs of the younger children	01/12/2021
provide staff with effective support and coaching to improve the quality of teaching for the younger children, with particular regard to communication and language development.	01/12/2021

## Setting details

<b>Unique reference number</b>	EY442642
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10208759
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	111
<b>Name of registered person</b>	Lear & Co Limited
<b>Registered person unique reference number</b>	RP902625
<b>Telephone number</b>	0117 969 1662
<b>Date of previous inspection</b>	25 October 2016

## Information about this early years setting

Banana Moon Day Nursery registered in 2012 and is situated in Patchway, on the outskirts of Bristol. It opens each weekday from 7.30am to 6.30pm for 51 weeks of the year. There are 19 members of childcare staff, including the manager. Of these, 14 hold qualifications from level 2 to level 6. The nursery receives funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Karen Allen

## Inspection activities

- This inspection was carried out as a result of a risk assessment, following a notification received from the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the intentions for children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector observed the interactions between staff and the children, and spoke with staff at appropriate times.
- The manager completed a joint observation with the inspector and evaluated the impact on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector held a meeting with the directors, the manager, the deputy manager and a representative from head office, and viewed a range of documentation.
- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.

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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