

Inspection of Banana Moon Day Nursery

8a Wake Green Road, BIRMINGHAM B13 9EZ

Inspection date: 14 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this welcoming nursery. Staff have high expectations for behaviour and children behave well and they share and take turns as they play. Children have a positive attitude to learning and are eager to join in the activities planned for them. For example, children relish playing with the play dough they made themselves. They use their fingers and hands to roll and pat the play dough to make objects and add natural objects, such as stones, cones and shells, to create their own masterpiece. Babies love to explore the texture of foam and paint as they crawl around getting covered in paint and roll large reels back and forth to make marks. They enjoy the sounds made by shredded paper and smile when staff throw the paper into the air and it lands on their head.

Older children are happy to explore their surroundings. They are full of enthusiasm as they collect leaves, twigs and confidently count these and talk about the colours and shapes of the leaves. Children show good physical skills, as they climb on crates and balance along planks in the secure garden. They scream with delight as they jump off the plank and shout, 'watch me, I've done it'. Children have a good range of experiences to support their literacy skills. They practise making marks at the workstations in all rooms and enjoy listening to stories and looking at books independently. This helps children prepare for their future learning in readiness for school.

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

- Staff create a nurturing environment. They gain good information from parents about children's care and learning needs on entry to the nursery. This enables staff to develop strong attachments with children, which has a positive impact on their well-being and emotional development. Children build warm, trusting relationships and feel happy and secure in staff's care. They are eager to start their day as they are warmly welcomed by staff, who collect them from their parents at the door.
- Staff complete regular observations of children. They use these to identify any gaps in children's learning promptly and seek early professional help, when needed. Staff follow children's interest when planning activities and they share online journals with parents, so they can contribute to their children's learning.
- Staff have been proactive in identifying the impact on children's learning and development of prolonged absences due to the COVID-19 (coronavirus) pandemic. They have a consistent approach to supporting children's learning, and children are catching up quickly, especially in their social skills.
- Staff build good relationships with parents and communicate effectively about children's learning and development. Parents say staff are lovely and how supportive they have been, particularly during the COVID-19 pandemic. Parents

also comment that since their child started, their behaviour has improved as well as their eating habits, confidence and attention.

- Lively conversations take place throughout the day as children play in the mud kitchen and pretend to make tea for staff and visitors. However, some staff are not as skilful in supporting children to develop their thinking skills. For instance, when staff ask children questions, they do not always give children time to think and respond.
- Partnerships with other professionals involved in children's care are maintained well and help meet their individual needs. They invite teachers to meet children before they start school, and they consult with them about what children need to learn in preparation for school.
- Management and staff are united in the expectation that all children receive the best possible start to their education. The manager maintains regular meetings and staff supervisions to monitor their practice. This supports them to address any areas for improvement and continue to provide good quality care.
- Children's health and well-being are supported as they have regular access to the outdoor area to learn in the fresh air. Staff encourage good hygiene procedures to help tackle the spread of infections. However, staff do not consistently reinforce healthy eating and the importance of good hygiene routines, such as handwashing, at mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their safeguarding duties and responsibilities. Leaders ensure that staff receive appropriate, up-to-date safeguarding training. This helps them to quickly recognise any signs that a child could be at risk. Management implement effective systems for monitoring children throughout the day. For example, carrying out regular head counts, indoors and outdoors, and recording details of these. The management team complete room checks to ensure any information recorded is completed accurately. Care plans are in place for children who have dietary requirements and alert cards are displayed showing each child's allergies and information about the action to be taken.

What does the setting need to do to improve?

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

- build on staff's professional development to further improve their questioning skills and help children with their thinking and reasoning
- make the most of everyday routines to help teach children about the importance of healthy eating and handwashing.

Setting details

Unique reference number	EY472361
Local authority	Birmingham
Inspection number	10210059
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 at time of inspection	1 to 4
Total number of places	90
Number of children on roll	112
Name of registered person	Hopes and Dreams (UK) Ltd
Registered person unique reference number	RP908956
Telephone number	01214497963
Date of previous inspection	19 July 2017

Information about this early years setting

Banana Moon Day Nursery registered in 2014. The nursery employs 28 members of childcare staff. Of these, 26 hold relevant childcare qualifications at level 2 to level 3. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Turner

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- This inspection was carried out as a result of a risk assessment, following a notification from the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to children and staff during the inspection.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector took account of the views of parents from emails sent in.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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