

# Inspection of Banana Moon Day Nursery

208 Sandhills Avenue, North Hamilton, Leicester, Leicestershire LE5 1PL

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Inspection date: 3 March 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is inadequate**

Children's safety and welfare are not assured. Children are not supervised well enough by staff. Children are not supported to communicate and share resources with others. Therefore, children show signs of unhappiness and frustration and demonstrate unwanted behaviours. Staff do not intervene when children do not share and take turns. At times, this results in situations where children are at risk of being injured. Staff do not make their expectations on behaviour clear to children and fail to manage poor behaviour. Two-year-old children dig for 'bugs' using tools at a tray of soil. Staff do not correct children's behaviour as they flick the soil around and get it in each other's eyes. When children have accidents, staff do not always make records and share these with parents. Children's safety and well-being are compromised as leaders do not follow safeguarding procedures.

Children do not learn and understand the importance of daily hygiene routines. For example, staff do not teach children to wash their hands after playing in the soil, and before eating. Staff fail to provide clean bedding for sleeping children. This compromises their health further.

Children receive a poor quality of education as staff lack the necessary skills and knowledge to help them progress in their learning. Staff do not provide carefully planned activities and experiences. They do not know the children well, including their interests, and, therefore, children's individual needs are not met. Children who have special educational needs and/or disabilities (SEND) and those who speak English as an additional language spend much of their time distressed and unoccupied.

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

- Most staff lack knowledge and understanding about how children learn. Staff do not recognise what children already know and can do, or what interests them. They do not focus on supporting gaps in children's development. This means, the opportunities staff plan are either too complex or lack challenge. Therefore, children are not focused and do not make progress.
- Staff and leaders identify children who may need additional support, including those children with SEND. However, they do not provide these children with enough attention or appropriate strategies to help them access the curriculum. Therefore, these children are silent for long periods of time, or they aimlessly wander the room, visibly upset.
- Children who speak English as an additional language are not well supported. Staff do not recognise the importance, or promote the use of, children's home language. This has a negative effect on their emotional well-being and fails to support children's communication and language skills.

- Some staff do not adapt their interactions to meet the needs of children. Staff do not model language well enough alongside children as they play. For example, children in the two-year-old room play with cars and shaving foam. Staff do not talk to the children about the marks they are making, only asking if the children want more shaving foam. This leads to high numbers of children using very little spoken language.
- Staff do not support all children to behave well or understand boundaries. Children in the two-year-old room are encouraged to keep their dummy in as a behaviour management strategy, to stop them biting others. Older children climb inappropriately in the room, such as on wooden toy garages, falling and causing themselves injury.
- Staff do not teach children about healthy lifestyles. Staff do not make sure children are drinking healthy drinks from age-appropriate cups. Staff do not explain the importance of remaining seated while eating. Children get up from the table and move around the room with crackers and grapes in their mouth at snack time, increasing the risk of choking.
- Leaders do not identify or address weaknesses in staff practice. Staff do not receive high-quality training to improve their practice. This is particularly so for less experienced staff or staff with lower level qualifications. Leaders do not deploy suitably trained and experienced staff to ensure all children are supported in their learning and development, including those with SEND. This puts pressure on the staffing team and overstretches room leaders. Leaders do not ensure all concerns about children's welfare are reported to the correct professionals in a timely manner.
- Leaders collect information from parents when children start at the setting about their individual care and learning needs. However, this information is not always shared with the key person. Although parents feel communicated with, they comment staff could be more forthcoming with information about their children's development and provide more opportunities to talk face to face.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not have a secure understanding of their roles and responsibilities to safeguard children. Staff know the signs and symptoms of possible child abuse and report any concerns to the manager, as the designated safeguarding lead. However, leaders do not ensure that this information is reported to the relevant professionals. New staff do not have a full understanding of the safeguarding policies and procedures. Leaders do not ensure appropriate background checks are carried out for all new staff as part of the safe recruitment process. Leaders do not ensure risk assessments identify or minimise all hazards in the environment.

## 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 children's behaviour is managed appropriately and they are supported to understand what is expected of them	18/03/2022
ensure staff and leaders follow the correct procedures in the event of a child protection concern	18/03/2022
ensure children's good health is prioritised and steps are taken to ensure good hygiene, with particular regard to handwashing, oral health and sleeping arrangements	18/03/2022
ensure all accidents that children have are recorded and shared with parents	18/03/2022
ensure all staff identify and assess risks effectively and consistently, and take all appropriate steps to reduce potential hazards and risks	18/03/2022
ensure key persons working with children understand and meet the needs of every child in their care, including children who may need additional support	18/03/2022
deploy adequately experienced and trained staff to ensure children are supervised at all times	18/03/2022
ensure leaders check the ongoing suitability of all staff working with children	18/03/2022
ensure leaders monitor and identify gaps in staff's ability to implement the curriculum effectively and put timely support in place to improve poor teaching.	18/03/2022

**To meet the requirements of the early years foundation stage, the**

**provider must:**

	<b>Due date</b>
ensure the opportunities provided for children are suitably challenging and take account of children's interests and abilities.	18/03/2022

## Setting details

<b>Unique reference number</b>	2576625
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10226716
<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>	84
<b>Number of children on roll</b>	153
<b>Name of registered person</b>	Shining Stars Day Care Nursery Limited
<b>Registered person unique reference number</b>	2576624
<b>Telephone number</b>	01162968022
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Banana Moon Day Nursery registered in 2020 and is situated in Hamilton, Leicestershire. The nursery employs 21 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, from 7.30am until 6.30pm.

## Information about this inspection

### Inspector

Lora Teague

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector conducted a learning walk together, discussing the learning intentions for children and how the environment is arranged.
- The inspector observed staff and children of all ages throughout the nursery, assessing the quality of education and its impact on children's learning and development.
- The inspector spoke to parents and took their views into account.
- The manager and the inspector observed and evaluated staff's interactions together.
- The inspector held discussions with staff and leaders regularly during the inspection.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies 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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