

# Inspection of Banana Moon Day Nursery

166a Gloucester Road, Patchway, BRISTOL BS34 5BG

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Inspection date: 1 March 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Inadequate

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

### **The provision is inadequate**

Children's safety is put at risk. Leaders and staff do not know how to identify hazards in the nursery and risk assessments are not effective in reducing the risks to children. The youngest children eat food that they find on the floor from earlier in the day and staff do not check to see what they have put in their mouths. Furthermore, staff do not help children to understand how to keep themselves safe. They sit by and watch children throw resources on the floor, creating tripping hazards.

Frequent changes to staffing means that the key-person systems are not effective. Staff do not know the children well enough to support their needs. Younger children do not settle or demonstrate feeling secure in the nursery. In addition, staff do not understand children's capabilities or identify gaps in children's progress. Children who need additional support and those with special educational needs and/or disabilities (SEND) do not receive the help that they need to make the progress of which they are capable. Staff do not understand the curriculum or how to implement it and children are not sufficiently supported with their development.

Children behave well. They are kind, considerate and able to share and take turns with the resources.

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

- Despite previous concerns being raised about children's safety, staff do not demonstrate a good understanding of keeping children safe. The environment is unwelcoming and unsafe. Some areas are not clean. For example, staff do not ensure that spilt milk is cleaned up. Staff do not talk to children about the risks of pouring sand on the floor or leaving toys out when they have finished with them. This does not help children to learn about risks and how to keep themselves safe.
- Key-person systems are weak and not effective. Due to inconsistencies in staffing, some children struggle to settle as they do not know the adults caring for them. Additionally, due to inconsistencies in staffing, parents do not know who their child's key person is and they are not kept up to date about their child's learning. Parents' feedback is variable. Some parents say that they are happy with the care that their children receive.
- Although leaders ensure that staff cover the required adult-to-child ratios, they do not ensure that staff are deployed effectively to meet children's needs. Younger children wander around and wait for a long time between routines, and babies become unsettled and upset.

- Leaders do not follow the recruitment procedures in place to ascertain the suitability of the adults working with children. Some staff have not received induction training to help them to understand important procedures that they must adhere to.
- Staff are aware that some children have SEND. Leaders have sought advice from other professionals to provide strategies to support the children and their families. However, information and strategies are not shared with the staff caring for the children so these are not carried out in practice.
- Although staff observe and assess children's progress, they fail to identify gaps in children's development and, as a result, children fall further behind with their learning. Leaders and staff do not understand their new curriculum and how to implement it into their practice. Children do not receive the support that they need to help them to make better progress in their development.
- Staff working with the older children interact well with the more-confident and capable children. Children excitedly pretend that they are going on a journey as they play imaginatively with staff. However, throughout the nursery, staff struggle to engage the quieter children and those who have delays with their communication and language skills. Staff do not use effective methods to support children to develop their language further in order to help them to communicate their needs and be involved in activities.
- The leadership team has not taken the action needed to raise the quality of the provision. They have not addressed the weaknesses raised at the last inspection.
- Children benefit from fresh air and exercise. They enjoy playing in the garden.

## Safeguarding

The arrangements for safeguarding are not effective.

The leadership team does monitor staff's knowledge and understanding of risk assessment. As a result, risk assessments are not effective and staff do not identify risks that could cause children harm. Staff tell children to take toys out of their mouths but do not explain why or ensure that children listen. The leadership team does not have effective systems in place to determine staff's suitability to work with children. Staff are able to recognise the indicators that might suggest that a child is at risk of abuse, and they know how to report concerns of a safeguarding nature.

## 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:**

	Due date

ensure that staff understand how to identify risks in the environment	23/03/2022
ensure that staff support children to learn how to keep themselves safe	23/03/2022
ensure that the key-person system is implemented effectively to provide children with support and stability	23/03/2022
ensure that staff are deployed effectively to meet children's needs	23/03/2022
ensure that recruitment procedures are followed to ascertain the suitability of the adults who work with children	23/03/2022
ensure that all staff receive a full induction of the policies and procedures	23/03/2022
ensure that children with SEND receive the support that they need to enable them to fully participate and be involved in activities and learning	23/03/2022
ensure that parents are well informed about their children's care and learning.	23/03/2022

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

	<b>Due date</b>
ensure that leaders and staff understand and know how to implement the curriculum	23/03/2022
ensure that information gathered from assessment is used effectively to close gaps in children's learning	23/03/2022
provide children with support with their language and communication skills.	23/03/2022

## Setting details

<b>Unique reference number</b>	EY442642
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10229185
<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>	105
<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>	29 September 2021

## 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 17 members of childcare staff, including the manager. Of these, 13 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

### Inspectors

Victoria Nicolson

Sarah-Louise Clements

## Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The nursery owners took one inspector on a learning walk and discussed how they and their staff deliver their curriculum.
- A meeting was held with the leadership team, and the inspectors sampled documentation.
- The inspectors spoke to parents and took their views into consideration.
- The inspectors spoke to staff and children at appropriate times throughout the inspection.
- The manager and one inspector carried out a joint observation in the toddler room.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.

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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