

Inspection of Banana Moon Day Nursery Longford

3 Bedlam Lane, Longford, Coventry, Warwickshire CV6 6AR

Inspection date:

16 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children develop strong bonds with their key person and other staff. They seek out staff for reassurance and to share play experiences. Children demonstrate good independence skills from a young age. For example, children pour their own drinks and use cutlery when they eat meals. They enjoy carrying out small tasks, such as helping to tidy away their toys when they have finished using them. Children receive an abundance of praise and encouragement, which helps to boost their self-esteem and self-confidence. For example, staff reward children with stickers for their efforts. Children wear their stickers with pride and tell the inspector they got them because they helped to tidy away.

Children enjoy a good balance of child-initiated play and adult-led activities, which are based on their interests and next steps in learning. All children, including those with additional needs, or those learning English as an additional language are supported well. Children benefit from warm, loving interactions from the friendly and caring staff, who are highly attentive to their needs. Staff help children of all ages to settle quickly into nursery life.

All children enjoy daily opportunities to play and exercise in the fresh air. Older children benefit from free-flow access to the well resourced and secure outside area. They have lots of fun practising their balance and coordination as they ride on scooters, being careful not to bump into their friends. Very young children climb on soft play and slides as they become increasingly mobile.

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

- The manager has been in position for a few months. She is enthusiastic and passionate about her role and committed to providing high-quality care and education. The curriculum has been designed by the Banana Moon Franchise Team. The manager is supported well by head office colleagues who are committed to professional development and training for the manager and staff team.
- The manager and staff have established positive parent partnerships. Before children start at the nursery, staff find out key information about children's interests and routines to effectively support their needs. They communicate daily with parents, both verbally and via an online learning journey, and keep parents informed about their child's achievements and the care they receive.
- Staff celebrate diversity within the nursery. Children learn about cultures and traditions different to their own through discussions and activities. They talk about the similarities and differences between themselves and others, which helps children to be prepared for life in modern Britain.
- Staff promote children's positive behaviour from a young age. Children learn to

share, take turns and use their manners. Staff talk sensitively to children about how their actions affect others and help them to understand their emotions.

- Staff in the pre-school and toddler room plan activities that ignite children's interest. For example, children have lots of fun pretending to be pirates. They use their imagination as they work together to search for treasure in the sand tray. Staff skilfully extend the activity into other areas of learning, such as encouraging children to make a treasure map.
- Overall, the quality of teaching is good across the nursery. However, staff in the baby room are less confident in providing purposeful learning that captures the youngest children's imagination and curiosity. The manager is aware of this and has action plans in place to strengthen aspects of their practice to a higher level.
- Children's communication and language skills are supported well. Staff get down to their level and make good eye contact. They introduce new words to support their growing vocabulary and give children time to think and respond to questions.
- Staff provide children with enjoyable opportunities to mark make and develop the fine motor skills they need for early writing. Younger children have fun as they use pencils to draw pictures, and proudly say they have drawn a picture of their mummy.
- Children enjoy playing with water and sand, filling and emptying containers. Staff weave some additional learning into their play and conversations, such as counting and numbers. However, staff miss opportunities to develop children's knowledge and understanding of early mathematical concepts, for example by making comparisons in size, weight and volume.
- The manager has established links with teachers from the local primary schools that children are due to attend. She invites teachers from the Reception class into the nursery and shares relevant information. This helps to support continuity in children's learning and smooth transitions.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the signs and symptoms that may indicate a child is at risk of harm. They know the families of children attending, and receive regular training to maintain their safeguarding awareness. They are confident in the procedures to follow if they have concerns about children's welfare or the conduct of a colleague. Safe recruitment procedures are followed to ensure that staff are suitable to work with children. Daily risk assessments of all areas used by the children are carried out to minimise potential risk.

What does the setting need to do to improve?

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

- continue to support less-confident staff in raising the quality of teaching and learning to the highest level
- support staff to identify opportunities to introduce children to different mathematical concepts, such as size, weight and volume.

Setting details

Unique reference number	2579151
Local authority	Coventry
Inspection number	10239494
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 3
Total number of places	37
Number of children on roll	62
Name of registered person	Good Shepherd Ltd
Registered person unique reference number	RP542830
Telephone number	07966192444
Date of previous inspection	Not applicable

Information about this early years setting

Banana Moon Day Nursery Longford registered in 2020. The nursery employs 12 members of childcare staff, ten of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three and four-year-old children.

Information about this inspection

Inspector
Angela Hulme

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager, the quality assurance officer and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- A meeting was held with the inspector and the management team to discuss leadership and management arrangements.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and checked evidence of the suitability of the 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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