

Inspection of Banana Moon Day Nursery Littleover

Banana Moon Day Nursery, Units E-G, Tutbury Avenue, Littleover, Derby,
Derbyshire DE23 3AT

Inspection date: 24 October 2022

Overall effectiveness	Good
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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

All children are welcomed individually into this bright and stimulating nursery. Children confidently wave to their parents and carers at the main entrance before eagerly leading the staff to their room, showing they know where to go. The children are greeted warmly by their key member of staff and they show great independence as they hang up their bags and take off their shoes. Children show a strong sense of belonging in the nursery. This helps to support children's emotional well-being and confidence. Children know how to keep themselves safe. Pre-school children risk assess the areas before they play. In addition, they help sweep the floor to keep it free from hazards.

Babies love to learn through investigation and exploration. For example, they laugh with delight as they knock down a tower that staff have built with wooden blocks. They say, 'all gone,' and attempt to help rebuild the tower by collecting the bricks and saying, 'more'. Toddlers show deep concentration as they pick up pom-poms with tweezers and shout, 'I did it!' when they succeed. Children explore a variety of activities that support their individual interests. For example, pre-school children use a large cardboard box and pretend it is a boat. They solve problems as they work out ways to get to 'land' without touching the floor. Children behave well and play harmoniously together as they share and take turns. Children listen attentively to stories read by staff in an animated and engaging way. This helps to promote a love of books and reading.

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

- The manager and staff have established a clear sequence of learning around what they want children to know, understand and be able to do. They support children to develop throughout their time in nursery. Children are very well prepared for their next stage in learning and their move to school when the time comes.
- Staff provide ample opportunities within the daily routine for children to develop their independence skills. Children develop confidence in their own abilities as they serve themselves at the table at lunchtime and pour their own drink of water from a jug. When they have finished their meal, they know how to clear their own plate away.
- Children learn about the world around them. They go for walks in the local community and access local parks. Children learn about different cultures. Staff provide resources and activities to support children to learn about celebrations and festivals, such as Diwali, Eid and Chinese New Year. This helps children to develop an understanding of the wider world.
- Staff talk to the children often and engage them in meaningful conversations. However, during some larger group times, some children are not engaged in

conversation as much as other children. These children do not have as much opportunity to extend their speaking skills and vocabulary as the more vocal children.

- Staff provide a challenging outdoor environment for the children. They have a good knowledge of the importance of physical play in helping to develop healthy lifestyles and developing core muscle strength. However, staff do not always challenge the children to develop new skills, such as balancing, using pedals on a tricycle or managing their own risk outside.
- Staff have a very good relationship with parents. Parents feel that the communication with the nursery is very good. They know what their children are doing in the nursery. Parents value the ideas that staff give them to extend their children's learning at home.
- The manager and staff place an emphasis on supporting children with special educational needs and/or disabilities. Staff work in close partnerships with a wide range of other professionals to put plans in place to support children to reach their full potential. They work with other settings to enable a smooth transition to school when the time comes.
- Staff are enthusiastic and work well together as part of a friendly and motivated team. They comment that they feel valued and supported by the manager. There is an effective programme of supervisions and appraisals for all staff to manage their performance and support their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding and the procedures to report any concerns they may have about children in their care. The manager checks staff understanding through regular questioning. They complete regular training to ensure their child protection knowledge remains up to date. Staff can clearly explain wider safeguarding issues, such as county lines and female genital mutilation. The staff team knows where to find the information it needs to make a referral to outside agencies. All staff's ongoing suitability to work with children is regularly reviewed and checked. Staff with first-aid qualifications are deployed effectively to meet the needs of children and ensure their safety.

What does the setting need to do to improve?

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

- develop staff skills so that they engage all the children, including those that are less confident, in conversation that extends their vocabulary and knowledge
- support staff to implement challenging physical activities outside to promote new skills for the children to learn.

Setting details

Unique reference number	2578910
Local authority	Derbyshire
Inspection number	10249096
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	83
Name of registered person	Shahi Investments Limited
Registered person unique reference number	RP553654
Telephone number	01332 981499
Date of previous inspection	Not applicable

Information about this early years setting

Banana Moon Day Nursery Littleover registered in 2020 and is located in Littleover, Derbyshire. The nursery employs 13 members of childcare staff. All staff hold a level 3 qualification. The nursery opens from Monday to Friday, for 51 weeks of the year, closing for one week at Christmas. 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

Tracy Hopkins

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning. She also observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- 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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