

Inspection of Banana Moon Day Nursery

Machell Road, Nunhead, London SE15 3XQ

Inspection date: 31 October 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is compromised. On the morning of inspection, there were not enough staff on the premises to meet legal requirements. Although this was later rectified, children's individual care and learning needs are affected by staffing issues. Staff do not know children well enough to offer them sufficient reassurance, support and encouragement, particularly during busy times of the day. On the day of the inspection, several babies had no key person present, including some who have recently started. Some children are overlooked and lack stimulation. Children experience variable interactions with staff, including during personal care routines.

Children have some positive experiences. Babies enjoy singing and join in with actions. They bang instruments and explore making different sounds. Babies show their developing physical skills. They crawl at speed or propel rockers backwards and forwards with their body. Older babies show their developing interest in books. They select books, turn pages and look closely at illustrations. Some children confidently approach and climb on the laps of unfamiliar adults. They offer toys to unfamiliar adults and babble as they play. Children enjoy their outdoor experiences. They ride wheeled toys and enjoy the challenge of navigating steps before sliding down.

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

- The provider does not monitor the service well enough to ensure that he consistently meets legal requirements. He regularly seeks the views of staff and parents to help him review and develop the service. However, this does not help him to accurately identify what needs to improve.
- The manager does not take effective action when staff: child ratios are at risk of being breached. Staff care for too many children which affects their ability to plan and implement an effective curriculum. Staff do not set up activities for children to enjoy and engage with before they arrive. This leads to some children becoming bored, distracted and unsettled.
- The manager does not implement an effective key-person system. Some staff find it difficult to comfort or soothe children in the absence of their key person. At times, staff fail to recognise what children may need or how to respond to their needs. For example, some children are soothed to sleep when they are not tired. Others fall asleep over their lunch. Children's emotional well-being is not supported well.
- Staff do not support children's communication and language development well. Occasionally, staff change nappies without speaking or interacting with children. Babies who are beginning to enjoy tummy time are lifted and moved without warning. Children have few opportunities to learn new words and develop their vocabulary.

- Children enjoy playing outdoors. They have regular opportunities to get fresh air and exercise. Children use their bodies well and further extend their physical skills at local groups. Staff use methods suggested by specialists to help develop specific muscle groups for some children.
- Children behave well. They sit and wait patiently for their friends to put on their coats and shoes before going outdoors. Children show that they follow instructions, such as when sitting on the carpet for story time. Children show that they understand what is expected and begin to acquire positive social skills.
- Staff demonstrate some effective teaching. They count with children as they go up steps. Staff sing with children and encourage babies to shake rattles and listen to the sounds of different instruments. They read traditional stories to children and support children to use chalk outdoors or make marks on paper.
- Parents describe flexible settling-in arrangements. They appreciate the social events and visits, such as to museums, that staff arrange. Staff plan workshops for parents to support an awareness of children's dental health and behaviour. Staff use parent reviews and meetings to share information about children's achievements and progress.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management have a significant impact on children's safety and well-being. Leaders do not notice the impact of staff's poor practice. For example, cots and sleep coracles are moved around as children play. This poses a risk to children's safety. Staff implement procedures for accidents effectively. They maintain accurate records of children's attendance and personal care. Staff know how to identify and respond to concerns about children's welfare. They know the procedures to follow if concerned about the suitability of a colleague. The manager ensures that key staff share important information with the chef and are available to supervise at mealtimes. This helps to maintain children's dietary and health needs.

What does the setting need to do to improve?

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

	Due date
improve support for staff, so that they are clear about their roles and responsibilities and understand how to plan engaging activities and support children to explore and develop their curiosity	12/12/2022

make sure that key persons who know children well are available to meet the individual needs of children and build relationships with parents	28/11/2022
ensure that minimum staff: child ratios are always maintained and staffing arrangements meet the needs of children	28/11/2022
improve the curriculum for communication and language, so that children, including those who speak another language at home, have opportunities to develop and build their vocabulary.	12/12/2022

Setting details

Unique reference number	EY469818
Local authority	Southwark
Inspection number	10259657
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 1
Total number of places	30
Number of children on roll	34
Name of registered person	Logicrous Ltd
Registered person unique reference number	RP533111
Telephone number	0207 7325557
Date of previous inspection	6 August 2018

Information about this early years setting

Banana Moon Day Nursery registered in 2013. It is situated in Nunhead, in the London Borough of Southwark. The nursery is open from Monday to Friday, from 7.30am to 6.30pm, all year round. The provider employs 13 members of childcare staff. Of these, five hold an appropriate early years qualification to level 3 and one holds a level 2 qualification. The manager holds a level 5 qualification. The provider employs a chef.

Information about this inspection

Inspector

Kareen Jacobs

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 inspection was carried out as a result of a risk assessment, following information we received about 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.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation during lunchtime.
- 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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