

Inspection of Banana Moon Day Nursery Harlow

Netteswell Hall Annexe, Netteswell Orchard, Park Lane, Harlow CM20 2QH

Inspection date: 17 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in this welcoming nursery. They form secure attachments with staff and seek them out for a cuddle and reassurance when needed. This helps children feel safe and secure. Children are polite and use good manners, without the need to be reminded. Children play cooperatively together and take turns as staff provide positive reinforcement and praise them. Staff are on hand to offer reminders of 'walking feet' and 'quiet voices' when necessary, to help affirm the nursery rules.

Children receive a broad range of learning experiences that help them to develop the skills they need to succeed. They are curious learners who are keen to join in, and show good levels of engagement. Children enjoy playing outside in the garden. They continue activities linked to a story they have been reading. Children make 'magic potions', mixing herbs and spices in bowls. They show that they are extending their vocabulary as they use new words in their play. For example, staff explain to the children that the red spice is 'paprika'. Children later use these words in their play. For example, children later tell visitors that they are adding 'hot paprika' into the volcano to make some more 'lava'.

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

- The manager implements an effective curriculum that builds on what children already know and can do. Staff use their knowledge of children's likes and interests and incorporate activities into children's play. For example, staff notice that toddlers enjoy playing with dolls. They create opportunities for them to bathe their dolls during water play. This helps children to engage in experiences that interest them.
- The quality of teaching is good. Staff have a good understanding of how children learn and develop. This helps them to sequence children's learning and provide opportunities that challenge them. For example, staff provide activities for young children to develop their large muscles with movement activities using scarves. They understand the importance of helping children to develop their large muscles before focusing on their small-muscle skills. Older children have many opportunities to develop their fine motor control, such as using tweezers and tongs. This helps to support their early writing skills.
- Children actively join in with imaginative play. They work together with an adult, who encourages their problem-solving skills. For example, staff and children look for clues to help solve the mystery of the missing parcels in their role play post office. Children use their magnifying glasses to find fingerprints and discover footprints. They 'gather the evidence' and try to work out where the parcels have gone.
- Children are confident and take pride in their achievements. For example, young

children share their play dough 'snakes' with visitors, explaining how they have made them so long. Other children share the artwork that they have created.

- The manager places a high focus on supporting children's communication and language development. Staff quickly identify gaps in children's learning, and provide support to help narrow these. For example, they use a targeted programme to address gaps in children's speech, and provide home learning packs to continue this support at home. Staff provide a narrative to children's play and encourage children to join in with action songs to further promote their language skills. Staff ask children lots of questions. However, they do not always allow children the time they need to respond.
- Staff benefit from an effective programme of supervision. The manager observes staff and gives feedback on their performance. This helps them to continue to develop their knowledge and skills. Staff attend additional training for their professional development. They share new skills and knowledge with the rest of the team during staff meetings. This helps to improve practice and outcomes for all children.
- Partnerships with parents are extremely positive. Parents value the detailed feedback that staff offer. They are delighted with the progress their children are making. Parents explain that their children are always keen to come to nursery, even on their days off. Staff share information with other settings that children attend. This ensures continuity of care and learning.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is at the heart of this setting. The management team places high importance on ensuring that staff have the skills and knowledge to help them protect the welfare of children. Staff are provided with quizzes at staff meetings to test their knowledge to ensure that it is firmly embedded. Staff are vigilant to the signs and indicators that may mean a child is at risk from harm or abuse. Staff are knowledgeable about the wider safeguarding concerns that pose a risk to children, such as county lines. The management team has effective recruitment processes in place to ensure that those working with children are safe to do so.

What does the setting need to do to improve?

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

- strengthen staff's interactions and questioning skills so that they understand the importance of giving children more time to think and respond, to help develop their speech and language skills even further.

Setting details

Unique reference number	EY536842
Local authority	Essex
Inspection number	10266345
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 5
Total number of places	60
Number of children on roll	73
Name of registered person	Willow Wood Day Nurseries Ltd
Registered person unique reference number	RP536841
Telephone number	01279 411 279
Date of previous inspection	26 October 2018

Information about this early years setting

Banana Moon Day Nursery Harlow registered in 2016. The nursery employs 15 members of childcare staff. Of these, 13 staff members hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shelly McDougall

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and nominated individual 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 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.

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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