

Inspection of Banana Moon Day Nursery Sheffield

Banana Moon Day Nursery, 7 Broomgrove Road, SHEFFIELD S10 2LW

Inspection date: 17 January 2023

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| 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 are happy and engaged in this warm and welcoming nursery. Staff work closely with parents from the beginning to ensure that children settle quickly and make a very positive start to their learning. Children, including those with special educational needs and/or disabilities (SEND), make good progress overall in all aspects of their development. They are well prepared for the next stage in their learning, including starting school. For example, children learn to be confident, creative and curious. They are eager to explore the world around them. Parents especially appreciate the many opportunities that children have to play in the stimulating outdoor spaces.

Children feel safe and well cared for. They behave well and follow daily routines. Staff help children to learn to make their own decisions and tackle simple problems. For example, they search for suitable containers to catch their emotions in as they listen to the story of 'The Colour Monster'. Children learn to be polite and considerate towards each other. For example, they help each other to serve the nutritious food at snack and mealtimes.

The manager and her staff have high expectations for every child to gain the most from their time in the nursery. They put robust procedures in place to keep children safe throughout the COVID-19 pandemic. Staff have ensured that they maintain frequent high levels of communication with parents to sustain children's learning and progress throughout this time.

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

- Staff work together well, overall, to plan exciting activities that help children to build progressively on their knowledge and understanding. Staff build consistently on children's interests and experiences. The leaders work closely with the head office to implement the curriculum and ensure that it is relevant to the children who they care for.
- Staff promote children's communication and language skills well overall. Staff introduce children to exciting new vocabulary through songs, stories and their play. For example, children learn words such as 'squeeze', 'stretch' and 'roll' as they shape their play dough. Staff help children to remember new words and phrases, for instance, through skilful questioning and joining in their games and role play. However, sometimes, staff do not take opportunities that present themselves to fully extend and enrich children's vocabulary.
- The well-qualified manager inspires her enthusiastic staff team to strive for high standards. She is ably supported by her deputy manager and other senior staff. The manager makes good use of training and supervision arrangements to develop staff's skills and knowledge. Staff share their skills effectively, which has

a very positive impact on the overall quality of education.

- Children are strongly supported to develop a love of reading. Staff share books with children at every opportunity. They skilfully engage children's interest and anticipation as the stories unfold. Staff introduce children to a core range of songs, rhymes and stories that build on their knowledge and earlier experiences. For example, children develop their knowledge of the story 'We're Going on a Bear Hunt' as they follow trails through the nursery.
- Staff provide effective support to children with SEND. They identify gaps in children's development at an early stage and act promptly to address them. They plan precisely to help children to achieve key steps. Staff work closely with other professionals, such as speech therapists and local authority advisers to ensure that children achieve their potential. They provide strong support to children whose communication and social skills have been affected by the COVID-19 pandemic.
- Staff help children to make good progress in their personal development and good behaviour. They recognise that some new starters have had little opportunity to mix with others during the pandemic. Staff provide warm cuddles and friendly support when children, particularly babies, first join them. This contributes to their confidence and security.
- Staff help children to progressively build on their physical skills. Babies learn to build their confidence in rolling, crawling and walking. Parents who live in apartments especially comment on how children are taught to climb stairs safely. Children develop their muscle control as they lift small objects with tweezers or learn to hop, jump and climb when they build their own obstacle courses.
- Parents are proud to send their children to the nursery. They particularly appreciate the warm and friendly nature of the staff and the good communication and guidance that they receive, such as helping children to manage their emotions and play safely together.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead ensures that staff have a full and up-to-date knowledge of safeguarding. She makes sure that staff are regularly trained and that their understanding is rigorously checked. Staff know how to care for children and keep them safe. They are sensitive to any changes in children's emotions or behaviours that may suggest that there is a concern. Staff know how to record information that children may give and who to report to. Staff are vigilant. They encourage children to be aware of their own safety as they play and learn.

What does the setting need to do to improve?

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

- focus staff's professional development on taking all opportunities to deepen and enrich children's vocabulary and language skills.

Setting details

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| Unique reference number | EY490952 |
| Local authority | Sheffield |
| Inspection number | 10264346 |
| 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 | 66 |
| Number of children on roll | 90 |
| Name of registered person | Joy.xile Limited |
| Registered person unique reference number | RP534717 |
| Telephone number | 0114 2664621 |
| Date of previous inspection | 12 June 2017 |

Information about this early years setting

Banana Moon Day Nursery Sheffield registered in 2015. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above, including two at level 6. 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
Andrew Clark

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 and the inspector conducted a joint observation of children's activities.
- The inspector conducted a learning walk with the manager to review children's learning experiences.
- The inspector discussed the management and organisation of the nursery with the manager and deputy manager. He reviewed relevant documents.
- The inspector held discussions with members of staff throughout the nursery.
- The inspector spoke to children about their activities.
- The inspector held discussions to seek the views of parents.

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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