

Inspection of Banana Moon Day Nursery

Machell Road, Nunhead, London SE15 3XQ

Inspection date: 6 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

The provider has made significant improvements since the last inspection to ensure children's safety and welfare. Children arrive happy and are warmly welcomed by their key person or key buddy. This ensures that children feel secure and settle quickly with a familiar adult. Children build strong attachments. They receive regular cuddles and reassurance when needed, which supports their emotional well-being.

Children benefit from the wide range of resources on offer. They make choices and engage in activities which spark their interests. Babies explore and investigate with different objects in the sensory room. They show delight as they bang their hands into the cornflour mixture and watch it splash. Older babies hunt for shapes in shredded paper and use their imaginations to cook food in the role-play area. Children's learning is extended as staff engage them in conversations, which helps to increase their understanding.

The manager has high expectations for all children, including those with additional needs. Young children learn the routine from an early age. They listen well to staff and follow instructions. Toddlers help to tidy away their toys and use the broom to sweep the floor. They share resources with their peers and respond to gentle reminders. Children behave well.

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

- Good progress has been made since the last inspection. The manager and leadership team have worked with the local authority to make improvements and raise the quality of the provision. Collectively, they have reflected on their previous actions and devised an action plan to address these. For example, staff have all completed further training to support their delivery of the curriculum. They have revisited the setting's induction procedures. This ensures that all staff understand the requirement for maintaining ratios and have embedded a stronger key-person system.
- The manager regularly monitors practice and provides support to ensure that all staff clearly understand their roles and responsibilities. Staff contribute to their own supervisions and identify areas where further training would help them to increase their knowledge. Room leaders use peer-on-peer observations to support staff to work together to raise the quality of education.
- Staff get to know children well from the start. They collect detailed information from parents, which helps to plan for children's learning. Staff provide a broad curriculum and prepare activities to keep children motivated and engaged. However, on occasion, adult-led activities do not always have a clear learning intention for what staff want individual children to know and learn.

- Parents speak very highly of the nursery, saying that staff are friendly and their children are well cared for. Communication is good and parents receive regular updates on their children's learning and progress. Staff share children's next steps in learning with parents and ideas to continue their learning at home. Parents state their children have made good progress, especially with their communication, confidence and self-help skills. Parents appreciate the recent changes that have been made to enhance the quality of care and learning.
- Staff promote children's communication and language well. They actively engage children in conversations, ask questions and give children time to respond. Staff babble with babies, use facial expressions and respond to sounds. Toddlers are encouraged to add words together and learn new vocabulary. Staff enthusiastically share stories and sing with children to increase their confidence in communicating.
- Children show a positive attitude to their learning. They concentrate for long periods of time and use tools to increase their fine motor skills. Young children make marks with pens and chalk, sort coloured bears, count and repeat names of shapes. However, staff do not use opportunities to extend children's mathematical knowledge by introducing new concepts to increase their understanding.
- Staff promote healthy lifestyles and diversity well. Children use the garden to extend their physical skills, coordination and balance. The chef provides nutritious meals, which include traditional recipes to embrace children's cultures. Staff support bilingual children to use their home languages during their play. Trips in the community help children to learn about other cultures and what makes them unique.

Safeguarding

The arrangements for safeguarding are effective.

All staff have recently completed training to increase their knowledge of safeguarding issues, including the 'Prevent' duty. They have a good knowledge of how to keep children safe. Staff are deployed around the setting to maintain ratios and minimise the risk of accidents. They complete daily checks to ensure that the environment is safe for children to play. Staff recognise the signs and symptoms that may indicate a child is at risk of harm or abuse. They know the procedures to follow if they have any concerns about a child's welfare. Robust recruitment procedures and suitability checks are in place to ensure children's safety.

What does the setting need to do to improve?

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

- focus more precisely on what children need to learn during adult-led activities to help them make the best possible progress

- build on teaching skills for mathematics to help children extend their knowledge of new concepts, for example space and measure.

Setting details

Unique reference number	EY469818
Local authority	Southwark
Inspection number	10266160
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 2
Total number of places	30
Number of children on roll	26
Name of registered person	Logicous Ltd
Registered person unique reference number	RP533111
Telephone number	0207 7325557
Date of previous inspection	31 October 2022

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 for 51 weeks a year from 7.30am to 6.30pm, Monday to Friday. The provider employs 17 members of childcare staff. Of these, five hold an appropriate early years qualification to level 3 and two hold a level 2 qualification. The manager holds a level 5 qualification. The provider employs a chef.

Information about this inspection

Inspector

Helen Craig

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector carried out a learning walk together to discuss the intentions for children's learning.
- The manager and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector spoke to staff and parents, read written statements and took account of their views.
- The inspector held discussions with the manager and leadership team about safeguarding, and how they reflect and evaluate the provision.
- The inspector looked at relevant documents including paediatric first-aid certificates, staff's qualifications, insurance and suitability checks.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023