

Inspection of Banana Moon Nunhead

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St. Thomas The Apostle Church, 81 Evelina Road, London SE15 3HL

Inspection date: 17 February 2023

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

Children arrive happy and are greeted enthusiastically by nurturing staff. A whole-family approach leads the ethos of the setting. Children settle quickly and eagerly explore the activities on offer. They have formed strong bonds with their key persons, often seeking them out for cuddles or to join their play. Children have a wealth of opportunities to develop their physical skills through active play. They delight in running and riding bicycles outdoors. They build large- and small-scale masterpieces, recreating the structure of The Shard, for example, following a recent nursery visit.

Children develop a range of skills and knowledge through play. They use knives and fruit squeezers to make their own lemon and orange juice. Adults teach children how to manage their own risks through discussions. Older children confidently complete risk assessments on play areas. Adults have high expectations of children and their abilities. They attentively encourage children to keep trying and support them to use their developing language to resolve minor conflicts. Staff support children who speak English as an additional language (EAL) and children who have special educational needs and/or disabilities (SEND) extremely well. Adults consistently model language to children, while additional funding is used intentionally. This ensures that these children make excellent progress.

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

- Leaders support staff to deliver a curriculum that is rich in cultural capital. They offer experiences that build on children's interests and fill gaps in knowledge. For example, a recent visit to Scotland Yard was influenced by conversations with children and families. Adults then taught children about other people who help us in the community, further extending their knowledge. Children spend time visiting their local community, for example, buying vegetables to cook that reflect the cultures in the nursery.
- Interactions between adults and children are attentive and positive. There is a good emphasis on developing children's language. Adults use appropriate questioning and respond to children's vocabulary with enthusiasm. Songs and rhymes are woven throughout play. Children who speak EAL confidently finish familiar rhymes in English. Staff extend this further by incorporating rhymes linked to play. For example, they sing 'The wheels on the bus' while using transport toys in the sand.
- Adults have high ambitions for children. They encourage them to be independent and take responsibility for their own self-care. Children confidently ask for help after trying themselves. This includes putting coats on, toileting and self-serving during meal times.
- Leaders have a clear, ambitious curriculum. They spend time modelling this and

questioning staff on the intent of their activities. However, there are times where activities do not deliver the intent or extend learning consistently for children. Leaders use thorough supervision processes to plan meaningful continuing professional development for staff. They work closely with the local authority and enable staff to work with other professionals, such as speech and language therapists, to further improve outcomes for children.

- Parents provide glowing feedback. They recall how much their children love attending the nursery and comment on the 'fantastic food' offered. Parents are committed to participating in nursery activities, joining regular outings and planting in the garden. They share stories and knowledge about their jobs and skills with children. Leaders and staff are dedicated to working closely with parents. They provide excellent communication through the use of an app, sharing progress, activities to extend learning at home and advice on preparing children for school. Parents of children with SEND cannot praise leaders enough for their support and the progress their children have made, commenting on how the staff have gone 'above and beyond'.
- Leaders are passionate and act with integrity. They are committed to providing a culture of diversity and equality and contributing to their local community. They want the best possible outcomes for all children and ensure that they inspire and motivate their staff to deliver this. Staff praise leaders, consistently reporting high levels of support for their well-being. Leaders strive for continuous improvement, and include everyone in their vision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that there is a good culture of safeguarding. Leaders and staff are aware of their responsibilities to keep children safe. This includes reporting any concerns about a child or an adult. Staff and children check the environment regularly with risk assessments to ensure that it is safe. Staff deploy themselves well and are aware of first-aid procedures. Leaders ensure that staff receive regular training, including on wider areas of safeguarding such as the 'Prevent duty' and female genital mutilation. There are robust safer recruitment processes in place, and a thorough system for checking the ongoing suitability of staff.

What does the setting need to do to improve?

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

- support staff to consistently embed the curriculum so that children's learning is extended even further.

Setting details

Unique reference number	2621836
Local authority	Southwark
Inspection number	10264532
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	2 to 5
Total number of places	60
Number of children on roll	60
Name of registered person	Logicous Ltd
Registered person unique reference number	RP533111
Telephone number	02077325557
Date of previous inspection	Not applicable

Information about this early years setting

Banana Moon Day Nursery Nunhead 2 registered in 2020. It is located in the London Borough of Southwark. It employs 17 childcare staff, of whom nine hold relevant early years qualifications at levels 2 and 3. The remaining staff are unqualified. The nursery also employs a chef. It operates from 7.30am until 6.30pm, Monday to Friday, all year round, with the exception of one week at Christmas and bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Tania King

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and leaders about the leadership and management of the setting.
- 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 inspector carried out a joint observation of a group activity outside with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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