

Inspection of Banana Moon Day Nursery Walsall

78-80, Ida Road, Walsall WS2 9SS

Inspection date: 23 March 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 arrive excited and eager to start their day. They respond with smiles to the warm and friendly greetings from staff. Children are motivated to learn and swiftly engage in the wide range of activities on offer. Children demonstrate high levels of confidence and self-esteem.

Children learn to be independent from an early age. They are given ample opportunities to practise and manage their self-care skills, which they do with increasing success. For instance, babies are learning to drink from cups. Toddlers and older children serve their own food and clear away plates and cutlery when they have finished.

Children behave very well and show respect. Staff use prompts to help them understand and follow the rules, such as to use 'walking feet' indoors. Children's emotional development is supported well. They learn to recognise different emotions in an age-appropriate way. For instance, younger children identify how they are feeling by choosing a picture to show how they feel. Children are very happy and settled.

Children learn in a language-rich environment. Staff consistently talk with children, modelling language and new words. They take time to explain and give examples to prompt children's thinking and deepen their understanding. As a result, children widen their vocabulary and engage well in conversations.

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

- The manager ensures staff implement a sequenced educational programme to build on what children already know and can do. Staff know children well. Overall, they adapt their planning and interactions to focus well on children's individual next steps in learning. As a result, children, including those in receipt of additional funding, make good progress in their learning and development.
- The manager provides strong and effective support for staff. There is a well-being officer staff can go to for support and staff attend social events together. Staff undertake meetings with the manager and attend further training. As a result, staff morale is high and they feel listened to and valued. This helps to enhance staff's security and professional development to improve outcomes for children.
- The manager and staff strive to provide good-quality learning and education for all children. They are effective in their practice, and children with special educational needs and/or disabilities are well supported to achieve their individual goals.
- Parents are very complimentary about the nursery. They appreciate the good

communication they receive about their children's care and learning. Parents state that their children have made progress since attending. Staff share information in a variety of ways, for example, through daily conversations, electronic applications and parents' evenings.

- Staff provide babies and younger children with plenty of opportunities to explore freely. Children play imaginatively with role-play resources. Toddlers have great fun playing with sand and water, they delight in building and splashing. Staff add foam and blue colouring to the water and children pretend they are playing at the beach. However, at times, staff working with pre-school children do not extend resources and activities enough to fully promote children's creativity.
- Staff place a high priority on developing children's physical skills. Staff encourage babies and younger children to be physically active and develop their language through activities. Children thoroughly enjoy joining in to sing rhymes and move their bodies to action songs. Older children run outside energetically. They balance on wooden pallets and enjoy riding wheeled toys, persevering to push pedals.
- Pre-school children are learning about mathematical concepts. Staff explain how to make a dough mix. Children work cooperatively. They take turns to add and mix ingredients. Staff encourage children to count and measure what they need.
- Children of all ages enjoy spending time sitting with staff to share books. Younger children point to pictures and use words to say what they see. Older children recall stories and retell them in their own words.
- Staff encourage children of all ages to make marks with a variety of media, such as paint, crayons and pencils. Pre-school children are beginning to write their names and recognise some letters. However, staff are not confident in fully promoting children's understanding of letter sounds and developing early writing skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff receive mandatory training in child protection and safeguarding. Staff know the processes they would follow if they had a concern about a child or if there was an allegation about a member of staff. They understand their role in accordance to the 'Prevent' duty guidance and recognise signs and indicators that a child or family may be at risk of extremism or radicalisation. Risk assessment is effective. All areas appear safe and secure. The manager implements robust recruitment practice to ensure all staff working with children are deemed suitable.

What does the setting need to do to improve?

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

- extend opportunities for pre-school children to develop their own ideas and creativity during activities
- provide further support and training for staff to develop teaching in respect of phonics and early writing skills.

Setting details

Unique reference number	EY501382
Local authority	Walsall
Inspection number	10270023
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 4
Total number of places	39
Number of children on roll	53
Name of registered person	Amah Nurseries Limited
Registered person unique reference number	RP901082
Telephone number	01922 601 439
Date of previous inspection	11 January 2018

Information about this early years setting

Banana Moon Day Nursery Walsall registered in 2016. The nursery employs 14 members of childcare staff, 11 of whom hold appropriate early years qualifications at level 2 to level 6. The nursery opens from 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

Trisha Turney

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The inspector conducted a leadership and management meeting with the nursery manager.
- The manager completed a learning walk with the inspector, where they discussed the curriculum.
- The inspector completed a joint observation with the manager where they evaluated the quality of teaching and practice together.
- The inspector spoke to parents, staff and children throughout the inspection.

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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