

# Inspection of Banana Moon Day Nursery

Oakslade, Station Road, Hatton, WARWICK CV35 7LH

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Inspection date: 19 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff provide a caring and nurturing environment for all children. As they arrive at the nursery, children receive a warm welcome. This enables them to join activities and settle quickly. Staff are responsive to children's individual needs and treat them with kindness and respect. Children form strong bonds with staff, which secures their emotional well-being.

Children behave well. They learn to be kind and share resources while they are playing with their friends. Staff praise children as they complete tasks and they are enthusiastic about their individual achievements.

Children have access to plenty of fresh air and exercise as part of their daily routine. Older children have lots of fun as they play parachute games with balls. They learn how to play in a large group and take turns. Children count how many times the balls bounce up and down, or how many they lose as they shake the parachute. Staff help children to solve number problems as they play. For example, they ask, 'How many balls do we have left now?' Younger children have lots of fun as they move, squat and climb over small tyres. They hold ropes and balance on wooden planks placed on the ground. Children enjoy the outdoor area and develop good physical skills.

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

- Leaders are experienced and good role models. They have high standards which they model as they support staff on a day-to-day basis. Leaders also provide training and supervision. There are systems in place to monitor the quality of teaching and learning. However, some staff still need to develop further. This would help to raise the quality of their interactions with children so that teaching becomes more consistent across the nursery.
- Leaders can explain what they want children to learn. There is a clear progression in learning and development through the nursery. As children progress from room to room, there is an emphasis on preparation for their next stage of learning. In the pre-school room, older children learn the key skills they need in readiness for school.
- Staff support children's communication and language skills well. Younger children's communication skills develop as they sing nursery rhymes and songs. For example, staff focus on the keywords as they sing 'Row, Row, Row Your Boat'. They use actions to support the new vocabulary in the rhyme. Older children enjoy listening to stories. They develop listening and attention skills as they start to listen to longer stories.
- Partnership with parents is strong. Parents speak highly of the nursery and the care and attention given by the team. Staff include parents in many special

events, such as an afternoon tea or a Father's Day brunch. Parents have a warm and positive relationship with their child's key person. There are good lines of communication in place. Parents are confident to speak to staff if they have any questions or concerns.

- Children learn to do things for themselves from a very early age. Babies recognise they need to put their tissues in the bin and are aware they need a coat for outdoor play. Toddlers try to put on their own wellington boots and waterproof coats to go outside. Older children are confident as they pour water from a jug into a beaker at mealtimes. Staff give children time to practise new skills as part of their daily routine. This helps children to become more confident and independent. Staff praise children and they are enthusiastic about their individual achievements.
- Staff work as a team and provide good support for children with special educational needs and/or disabilities. They work closely with other professionals and parents to support children's care and learning. Staff identify children's needs quickly and put in place the extra support some children may need. This ensures that children make good progress from their starting points.
- The nursery provides healthy and nutritious meals. Staff talk to the children about the importance of healthy foods and drinking plenty of water. Children understand the importance of a healthy diet in keeping them fit and well. Good hygiene routines are consistent across the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

The nursery is secure, and thorough risk assessments are carried out. Staff identify and minimise any risks, indoors and outdoors, which helps to keep children safe. Staff greet visitors at the door, which ensures that no unauthorised visitors can enter the nursery. There are robust recruitment procedures in place to ensure that staff are suitable to work with children. The staff have a strong safeguarding knowledge. They understand the different areas of safeguarding and reporting procedures to follow if they have concerns. They attend regular training to ensure that their knowledge remains up to date.

## What does the setting need to do to improve?

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

- strengthen support and training opportunities for all staff to raise the quality of teaching to a consistently high standard.

## Setting details

<b>Unique reference number</b>	EY452671
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10264143
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	110
<b>Number of children on roll</b>	133
<b>Name of registered person</b>	Saw the Gap Consultancy Limited
<b>Registered person unique reference number</b>	RP902615
<b>Telephone number</b>	01926 843791
<b>Date of previous inspection</b>	6 June 2017

## Information about this early years setting

Banana Moon Day Nursery registered in 2013 and is privately owned and managed. The nursery operates from a converted barn in the village of Hatton, near Warwick. There are currently 30 members of staff. Of these, four are qualified to degree level and 19 hold early years qualifications at level 3. The nursery is open from Monday to Friday for 51 weeks of the year, except for bank holidays and a week at Christmas. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspectors

Clare Walton  
Anna Makowska

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- Leaders joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want the children to learn.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspectors carried out joint observations of group activities with the leaders.
- The inspectors spoke to several parents during the inspection and took account of their views.

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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