

# Inspection of Banana Moon Day Nursery Gloucester

136 Stroud Road, Gloucester GL1 5JR

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Inspection date: 17 November 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 Inadequate

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

### **The provision is good**

Children receive a warm welcome from the friendly and kind staff. They settle quickly and show that they are happy and content at nursery. Children form strong and secure relationships with the staff who care for them. The youngest children confidently hand books to staff and sit on their laps to listen to stories. Older children involve staff in their imaginary play. Staff support children to learn to be independent in managing their needs throughout the nursery; even the youngest children go to the sink independently and wash their hands before and after meals. Staff involve children in tidying up and children enjoy taking responsibility for their resources. They eagerly use the dustpan and brush to sweep up the sand that they spill.

The curriculum is well understood and implemented throughout the nursery. Staff reflect on their environments and incorporate activities that reflect on children's interests to extend their learning further. Staff are considerate of children's needs and emotional well-being. They place a high focus on children's personal, social and emotional development. For instance, staff help children to learn about what makes them unique and to celebrate their individuality. Children enjoy sharing photos of their families with staff and they eagerly talk about who is in their family and who is special to them.

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

- Since the last inspection, the provider and manager have worked hard to raise the quality of the provision. They have reviewed their routines to meet children's needs more closely. The manager provides staff with effective, ongoing training and supervision to continue their professional development and to target training and support more precisely. Staff report being well supported by the management team. They reflect positively on the training and guidance that they receive.
- Staff use their knowledge of the children and their needs to plan a broad curriculum that offers children experiences and opportunities to make better progress in their learning. Staff plan activities to engage children in developing new skills. For instance, older children enjoy using the obstacle course, set up by staff in the garden, to challenge themselves to balance, hop and jump. Children start off cautiously, but very quickly demonstrate confidence in their new skills as they proudly show staff how they can balance without help.
- Overall, staff support children's language and communication skills well. Staff engage older children in conversations. They act as good role models, helping children to learn to develop their conversation skills. Younger children enjoy taking part in singing and joining in with action songs and staff support them with developing their vocabulary. However, some children who speak English as

an additional language need more focused support with their developing language and communication skills.

- Staff place a high focus on supporting children's interests in stories and books. They recognise the benefit of revisiting stories that children enjoy, and this helps with children's engagement in storytelling. Older children become confident at taking part in telling stories. They listen attentively and demonstrate a good understanding of what the stories are about and what comes next. Younger children enjoy looking at picture books and naming the familiar animals that they recognise. Staff extend this interest well, encouraging children to remember what sounds the animals make and describe what the animal looks like. Throughout the nursery, children are developing a love of literacy.
- Staff provide good support for children with special educational needs and/or disabilities (SEND). Staff work closely with children's parents, follow guidance from other professionals and create targeted plans to help children to progress with their learning. The manager ensures that additional funding is used effectively to help children to be able to engage in learning and access the curriculum in a safe and suitable way according to their needs.
- Staff set clear routines and boundaries so that children learn what is expected of them. Children are kind and considerate of their peers. They learn to take turns with equipment. However, due to their ages, some children struggle to manage their feelings and emotions, and staff are not consistent in helping them to learn to manage their feelings in an appropriate way.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their responsibilities to keep children safe. All staff have taken part in safeguarding training, and the manager works closely with staff to ensure that they are confident with the safeguarding procedures. Staff know how to monitor children's well-being and suitably understand the procedures that they should follow if they had a concern about the welfare of a child. The provider and manager follow good procedures to recruit and monitor the suitability of the staff working with children. Staff carry out risk assessments and they speak to children about how to keep themselves safe as they play.

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

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

- continue to develop the support in place for children who speak English as an additional language to extend their communication and language skills further
- provide more support for children to learn how to manage their feelings, and express their emotions in an appropriate way.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                     | EY542831                           |
| <b>Local authority</b>                             | Gloucestershire                    |
| <b>Inspection number</b>                           | 10302439                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years 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>                      | 47                                 |
| <b>Number of children on roll</b>                  | 70                                 |
| <b>Name of registered person</b>                   | Good Shepherd Ltd                  |
| <b>Registered person unique reference number</b>   | RP542830                           |
| <b>Telephone number</b>                            | 01452 505327                       |
| <b>Date of previous inspection</b>                 | 7 June 2023                        |

## Information about this early years setting

Banana Moon Day Nursery Gloucester registered in 2017. The nursery is based in Gloucester. It offers care from 7.30am to 6.30pm, Monday to Friday, for 51 weeks of the year. There are 11 members of staff working with the children. Of these, one holds an appropriate childcare qualification at level 6, three hold an appropriate childcare qualification at level 4, four hold an appropriate childcare qualification at level 3 and one holds an appropriate childcare qualification at level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Victoria Nicolson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 manager and the inspector carried out a joint observation during an outdoor activity.
- 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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