

Inspection of Banana Moon Day Nursery Stirchley

77-79, Cartland Road, Birmingham B30 2SD

Inspection date:

13 May 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily and separate from their parents quickly as they are dropped off. The nursery has separate gardens for each age group of children, which are vast and spacious. All children enjoy lots of fresh air outdoors, where their physical skills are challenged. It also helps to support children who prefer to learn outdoors to engage in activities, which sparks an interest and curiosity for learning. However, during hot weather, some staff do not encourage children to come indoors or seek shade. Staff do not consider the risk of cross-infection when applying sun cream to more than one child.

Leaders have planned a curriculum which considers all areas of learning. However, the curriculum is not yet fully embedded to provide consistent quality learning opportunities for all children throughout the day. Some inexperienced and new staff need more support to deliver the curriculum and ensure a consistent approach. More experienced and qualified staff are often busy completing other tasks and cannot effectively spend quality time with children. This does not fully promote children's learning across all areas of the early years foundation stage curriculum. Overall, staff have high expectations of children's behaviour and children's behaviour is good.

Babies and toddlers enjoy plenty of opportunities to experience music and nursery rhymes. Staff sing to them with animated enthusiasm. Children engage joyfully as they use gestures, actions and sounds to join in. This supports young children's communication skills and vocabulary to be increased. Pre-school children are curious about and confident to approach and talk to visitors to their nursery. They show confidence in their sense of selves and their abilities to communicate.

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

- The nursery is inclusive and welcomes all children. The special educational needs coordinator works in partnership with parents to develop individual learning plans to support children's progress. However, not all staff have the knowledge and skills to successfully engage children with special educational needs and/or disabilities (SEND) in good-quality learning experiences. They do not consistently implement strategies outlined in children's individual learning plans. At times, SEND children miss out on important learning opportunities and their behaviour starts to deteriorate.
- Staff collect information from parents to understand children's preferences and needs. They use this and their own observations and assessment to plan opportunities and experiences to build on what children know and can already do.
- Staff provide activities throughout the day, but they do not adequately plan for

the transitions between routines. As a result, children sometimes experience periods of boredom, wandering around rooms aimlessly. For example, when preparing for lunch, children are left waiting for extended periods with minimal interaction. Staff do not consistently support or engage children's learning during these times. This does not motivate children in their learning.

- Children benefit from healthy and nutritious meals and snacks prepared daily by the chef. The dedicated chef collaborates with staff to manage children's dietary needs and intolerances effectively. Children have access to fresh water and older children pour their drinks at lunchtime and learn to use cutlery with confidence. They use the self-care station to find a tissue to wipe their nose, and ensure the tissue is placed in the bin. This supports children's well-being and their transition to school.
- Staff support children to develop their physical skills well. Babies thoroughly enjoy learning to roll, crawl and walk in the well-planned space, using ramps and small apparatus. Older children learn to use scissors safely and glue sticks and enjoy exploring nature using leaves and soil. Staff encourage children to create obstacle courses and consider how they can make it more challenging. Children fill their buckets with soil and look for insects and hidden animals in the mud kitchen. This helps children to develop their core strength, coordination and large-muscle skills well.
- Children make choices in their play and independently access resources. During snack and lunchtimes, they make choices about where they sit and with whom, which gives children a good opportunity to engage in conversations with their peers. Children seek adult support if they need it, but mostly are independent in their play and routines.
- Staff provide lots of praise to promote positive behaviour and encourage children to complete tasks they find difficult. Staff ensure that children learn to take turns and share. For example, children are encouraged to solve problems between themselves, to negotiate and take turns when using resources independently. Children develop social skills that they can use as they transition to school.
- Overall, partnerships with parents are effective. Parents say that they are happy, and so are their children. Staff create a two-way flow of information between the setting and home, via an online app and daily face-to-face handovers. This enables staff to share key pieces of information about children's progress and allows parents to talk to their children about their day.
- Leaders enforce good recruitment and training procedures. Leaders provide staff with ongoing training and coaching to extend their professional development. Staff have completed mandatory training to keep their knowledge up to date. However, some staff are more confident than others at recognising opportunities that arise to engage children and support their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure risk assessments are robust and effective at identifying and minimising potential risk to children, with regard to outdoor play during hot weather and when applying sun lotion to children to prevent the spread of infection	18/06/2025
improve the inclusion of children with SEND, so that they are consistently included in the programme of activities and experiences alongside their peers	30/07/2025
ensure those with oversight help all staff manage their workload to maximise the time they spend supporting children's learning and development, so that all children make good progress overall.	30/07/2025

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

- review and develop the organisation of routines to make transitions quicker and reduce the amount of time children spend waiting
- strengthen the ongoing training, coaching and mentoring of new staff to help raise teaching to a consistently high level.

Setting details

Unique reference number	2642007
Local authority	Birmingham
Inspection number	10402042
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	58
Number of children on roll	128
Name of registered person	Baby Harvey Ltd
Registered person unique reference number	2642006
Telephone number	01212857253
Date of previous inspection	18 April 2023

Information about this early years setting

Banana Moon Day Nursery Stirchley registered in 2021. The nursery employs 17 staff, of whom 13 hold appropriate early years qualifications at level 3 and level 2. The nursery is open Monday to Friday, from 7.30am to 6.30pm, all year round, except for bank holidays and one week over the Christmas period. The nursery receives funding to provide free early education for eligible children.

Information about this inspection

Inspector
Beverley Devlin

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the deputy manager talked to the inspector about their curriculum and what they want their children to learn.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities with the manager.
- The inspector observed the interactions between staff and children.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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