

Inspection of Banana Moon Day Nursery Stirchley

77-79, Cartland Road, Birmingham B30 2SD

Inspection date: 18 April 2023

Overall effectiveness	Good
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 are happy and very well settled in this nursery, with staff who are warm and nurturing towards them. This helps children to feel safe and secure in their care. Children are inquisitive. They confidently explore the play environments that staff arrange specifically to meet their needs. Babies have fun while they investigate what happens when they press and poke different-coloured paints that are covered with a film of clear wrap. They focus their attention on the moving colours.

Older children have fun while practising their number skills. They count spots on coloured padlocks to help find the numbered keys they need to open them.

All children enjoy their time outdoors. Babies and young children practise their physical skills while they use a range of wheeled toys and climb low steps on the slide. They learn to position their bodies while at the top and how to slide down.

Children behave well. Staff quickly and calmly resolve minor disputes. Children learn about positive behaviours. This is because staff are respectful towards children and encourage children to be kind to others, wait and take turns. Children respond well to the gentle guidance they receive from staff. Children show high levels of engagement and positive attitudes to learning. Children receive the learning they need to prepare them for their next stages in learning.

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

- The curriculum for children's learning is well designed. Staff have a good knowledge of child development and understand how to provide the sequence of learning children need to build on what they know and can do.
- Staff use information they gain from parents at the start to help them to know what interests children and to plan effectively for what they need to learn next. However, staff do not yet share the current focus on learning with parents from the start to enable them to support this learning at home.
- Communication and language is promoted well. Staff use stories and songs and regularly engage children in conversation. Staff listen to babies and respond by using consistent eye contact. Staff model language well and include new words for all children during play, such as squidgy and moist. This helps children to continually increase and use their vocabulary.
- Older children are keen to learn about nature. For example, they learn how to care for their pet snails. Children say about the snails, 'They eat carrots, cucumber and lettuce.' Children know they need to regularly spray water in the snail's habitat to keep it moist.
- Toddlers show increasing coordination while they enjoy mark making with water

and a range of paintbrushes outdoors. They reach high to make long strokes, while taller children reach the top and use the space above. Children play happily and enjoy their time together. For example, they giggle and grin as they splash in shallow puddles that staff have created for them.

- Staff promote independence consistently well. For example, babies practise their new skills while exploring dry ingredients. They use spoons to stir and scoop into bowls. This contributes to their increasing coordination when they feed themselves using cutlery. Toddlers wash their hands and learn to manage their own personal care routines. Older children dress themselves competently.
- The manager and several staff are new to their posts in the nursery due to the increase in the numbers of children attending. The manager is reflective and has identified that continued support will help this newly formed team to further embed the nursery ethos to continue to enhance the quality of the provision for children to the highest possible level. Staff receive the training they need to increase their knowledge and skills.
- Children learn about similarities and differences in others and in their community. They enjoy stories and arts and crafts, and they experience a range of cultural festivals. This helps children to develop their understanding and tolerance of others outside their own experiences.
- Parents speak very highly of the nursery. They remark on how happy and settled their children are. Parents say that staff are friendly and approachable. They value the information they receive on collection about the activities children have enjoyed and the care they receive.

Safeguarding

The arrangements for safeguarding are effective.

There has been a lack of oversight from the manager. They have failed to report a concern about the conduct of a member of staff to Ofsted within the timescale of 14 days, which is an offence. This resulted in a delay in Ofsted receiving the information. However, in this instance, there is no impact on the safety of the children because the manager had swiftly referred the matter to their local safeguarding agency and taken steps to protect children from the possibility of harm. Managers and staff know signs and symptoms that indicate a child may be at risk of harm. They know the procedures to follow in the event of concerns about the welfare of children. They know where to report concerns about the conduct of a person in a position of trust. Recruitment procedures are robust. This includes the background checks that must be conducted to ensure staff are suitable to work in the nursery. Routine checks are made in the environment to ensure that it is safe for children to attend.

What does the setting need to do to improve?

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

- ensure parents receive information from the start about the current focus for their children's learning to enable them to support this learning at home
- continue to build on the support and guidance that the newly formed staff team receive, to further embed the nursery ethos and enhance the provision for children to the highest possible level.

Setting details

Unique reference number	2642007
Local authority	Birmingham
Inspection number	10286184
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	91
Number of children on roll	101
Name of registered person	Baby Harvey Ltd
Registered person unique reference number	2642006
Telephone number	01212857253
Date of previous inspection	Not applicable

Information about this early years setting

Banana Moon Day Nursery Stirchley registered in 2021. The nursery employs 19 staff, of whom one holds an appropriate early years qualification at level 6, 13 hold qualifications at level 3 and two at level 2. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays and one week over the Christmas period. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

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 manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how they arrange the environment.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leaders and the manager and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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