

Banana Moon Day Nursery

Haniwells Business Park, Hardicker Street, Levenshulme, Manchester, M19 2RB

Inspection date

Previous inspection date

19/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- All children make good progress in their learning, including those with special educational needs and/or disabilities, due to staff being well informed about the revised Early Years Foundation Stage, and having good knowledge of the children in their key groups.
- Children are very happy, because the organisation of the nursery makes them feel secure so that they can enjoy their learning through play, and the staff have a good understanding of how to settle children.
- The experienced manager is well supported through the hands-on approach of the owners and the regular visits from the franchising company staff, so that the capacity for continuous improvement of the nursery is strong.
- Views of many people concerned with the nursery, including children and parents are used to help the owners and manager make changes to better meet the needs of children.

It is not yet outstanding because

- The monitoring of assessment and observations is not as thorough as it could be, in order to enhance the precision of planning for children's individual learning.
- Not enough information has yet been provided for parents about why it is important to regularly share knowledge about children's learning away from the setting with key persons.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector made a tour of the premises, and had an initial meeting with the manager to establish a timetable for the day. She also met staff from the franchise head office to gain their views on the provision.
- Times were agreed for meetings with managers and key persons and for a joint observation of a member of staff with discussions afterwards.
- The inspector carried out observations on childcare staff throughout the day and examined documentation related to children's welfare and learning.
- The inspector also spoke to children to gain information about their learning.
- Parents were encouraged to share their views about their children's care and learning in the nursery and the inspector also spoke to a professional who visits the setting regularly to gain their views.

Inspector

Jennifer Kennaugh

Full Report

Information about the setting

Banana Moon Day Nursery was registered in 2012 on the Early Years Register only to care for a maximum of 69 children at any one time. It is situated in Haniwells Business Park in

the Levenshulme area of Manchester, and is managed by a limited company. The nursery serves the local area. It operates from the ground and first floor of the building, with four rooms being used for childcare. Associated facilities, such as kitchens and toilets are situated on these floors too. There is a fully enclosed area available for outdoor play.

The nursery employs eight members of childcare staff and a manager. Of these, seven hold appropriate qualifications in childcare at level 3, including the manager, and one member of staff is unqualified. The nursery maintains a full halal kitchen. It is open Monday to Friday all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop staff knowledge and skills so that they make more precise observations in order to plan more effectively across all seven areas of learning for individual children
- embed the new systems for assessment and planning, including the monitoring of these, so that they are consistent across the nursery
- make children's learning journeys more noticeable to parents to help them to engage further with their children's learning
- provide information for parents to help them understand why sharing their knowledge of their children's learning at home with key persons is important.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Planning for children's learning is comprehensive and leads to children making good progress, including those with special educational needs and/or disabilities, given their starting points. The process involves planning for themes, such as Eid or winter, which are implemented across all rooms in the nursery, with staff adapting activities for the theme to suit children's ages and stage of development. There are plans which cover particular

aspects of learning for each month, and these are based on the developmental needs of all children in each room, such as children in the pre-school room learning to count to 20. The nursery also has plans for the toys and resources that are selected each day, along with activities that are led by adults in order to extend children's learning. Each child also has individual plans made for their learning and these are clearly displayed in rooms so that all staff can use this information to enhance children's development. All activities planned based on children's interests or observed learning are inclusive so that other children in the room can join in the experience and learn too.

Staff make frequent observations to assess children's learning, in order to form new plans to support their progress. However, sometimes some detail is missed in these, which would enable greater precision of planning, hence having more impact on children's learning. The most effective practice for making observations takes place in the pre-school room, where records of children's learning show the clearest progress. As a result of evaluating the assessment and recording of children's learning, the manager and directors have begun to implement a new recording system. This will enable more precise information about children's progress within expected development bands for their age to be gathered and used for planning, in addition to showing when children are developing above or below expected levels for their age. However, the recent introduction of this system does not yet enable its impact on children's learning to be fully embedded, although evidence from the previous one indicates that children's progress is good.

Staff demonstrate strong knowledge of the Early Years Foundation Stage and also of the individual children in their key groups, with regard to their stage of development, interests and preferences. Consequently, they plan broad and interesting experiences that are well matched to individual children's needs for learning. Staff show high expectations for all children, including those with special education needs and/or disabilities. They implement plans to narrow gaps in learning, such as by providing activities on letters and sounds twice a day, so that children with English as an additional language or those who have delayed speech and language development have more opportunities to visit this learning experience. Staff are observed to use effective questioning techniques to extend children's learning. They use open-ended questions where children need to use phrases or sentences to reply. This develops children's communication and critical thinking skills, such as when staff ask children what they think will happen when they mix different paint colours together. Babies are encouraged to develop communication skills through taking part in song, rhyme and action sessions at least once a day, along with sensory experiences, such as, play with sand, water or mark-making with paint. Staff make good use of displays of relevant large text in all rooms around the different areas, such as sand, water or construction, that helps children to understand that text carries meaning. They include bilingual labels to develop children's recognition of text in their home language too, in the baby room.

Staff encourage babies and children under two to develop whole body co-ordination by providing plenty of space indoors or outside for them to move freely, such as with 'Wake up, Shake up!' sessions each day, and by providing plenty of floor space for crawling babies. In all rooms, age appropriate resources for mark making are always available to help children and babies develop finger strength and co-ordination, in preparation for learning to write when older. Children are well prepared to meet the challenge of

transitions, whether this is to the next room in the nursery, or on to reception class at full-time school, as a result of the work of their key persons. Effective systems are in place to support children's movement to a different room in the nursery, with regard to passing on information to the next key person about children's learning. The nursery is ready for the first time that children transfer to primary schools, with regard to passing information about individual children's learning to schools.

When children join the nursery, parents and staff meet to complete a baseline assessment of what children have achieved so far, in order for staff to make initial plans for their learning. Parents have several ways in which they can provide information about their child's progress to staff apart from verbally, with 'learning at home' record sheets freely available in the rooms and corridors. There are also display boards with wipe-clean areas for parents to write information for staff to use, outside the rooms. However, these are not consistently used, so staff do not have regular information from home to inform their planning for all children. Information is provided for parents about their children's learning, through the use of daily summary sheets, summaries of learning every three months, parents' evenings and informal discussions. Children's learning journey books are also available in the rooms for parents to examine at any time, although these are not prominently displayed, which does not encourage this to happen as much as possible.

The contribution of the early years provision to the well-being of children

The nursery operates a key person system in each room. There is flexibility of time when children of any age join, before assigning the member of staff in their room that they attach to as their key person, depending on the number of sessions each week a child attends. This helps to develop emotional stability for children and shows them that their views are valued. Settling-in arrangements are also flexible, based on the needs of the child and parent when adjusting to separation, to again support emotional well being. Babies and children in all rooms show strong attachment to their key person as a result of this sensitive approach to managing emotional well being, helping them to feel secure enough to enjoy their play and learning. All children and babies explore their environments and toys fully, showing confidence. They engage well with staff during adult-led activities, like letters and sounds sessions, showing pleasure when they succeed in making the correct initial sound, such as 'duh' for doll. Babies happily crawl to staff when they move around the activities, such as sand trays or construction toys on the floor. They are delighted when they manage to copy actions, such as pouring sand or fitting blocks together. Toys and resources for children's play are easily accessible in all rooms, with consideration being given to the age and stage of the room's users. This helps develop children's independence and also enables them to have opportunities to make choices and be creative.

The manager deploys staff well, with ratios in rooms that meet or exceed statutory requirements, based on activities being offered to children at the time, or whenever staff recognise that more support for children is needed. Staff demonstrate a comprehensive knowledge and understanding of the signs and symptoms of abuse, as well as procedures to report it within the setting or if necessary, to the local area designated officer. This

supports the physical and emotional safety of children in their care. Safety of children is made an absolute priority, and the environment is planned to support this, such as by having older children upstairs where windows are high up and younger ones downstairs, with catches on windows to restrict opening distance. Checks are carried out daily, such as to make sure all areas are thoroughly clean and that accessible radiators are at a safe temperature. The outdoor area and its play equipment are checked daily for hazards, and as a result, children have the opportunity to develop their understanding of risk through being able to take minor risks when running and climbing outside. Staff have a strong awareness of how to encourage children to become independent, by intervention during activities, such as suggesting that they can pour their own paint. This all contributes to the process of preparing children well for moving within the nursery or out of it to school, as they have self-help skills.

The importance of a healthy diet is emphasised in all rooms and staff plan activities to help children learn about healthy choices in food. They provide opportunities to help children prepare fruit for snacks and then consolidate their learning by offering collage activities to show food on a paper plate. This is displayed prominently in the rooms for two-, three- and four-year-olds, next to tables where children can serve themselves with water. Books are displayed about healthy eating, and also about food from around the world, to help children understand how and what other children eat in different countries. The nursery maintains a full halal kitchen and also provides daily vegetarian meals to fully meet cultural or religious dietary needs. Information about children's dietary needs is sought prior to joining the nursery, including any information regarding allergies or other health needs, to support children's good health.

The effectiveness of the leadership and management of the early years provision

Risk assessment is detailed for all areas of the premises and outings so children can move safely and freely in permitted areas. Security is a high priority at the setting and entry to the building is controlled by a biometric recognition system to prevent unauthorised access. As a result, children are well protected from intruders. All owners, managers, staff, volunteers and ancillary staff are suitably checked and vetted. There are rigorous procedures for key worker recruitment and performance review to maintain the well-motivated staff team, with a lengthy probationary period for new staff. All documentation related to statutory requirements is completed to a high standard to support the safe and effective running of the setting, including extensive policies to support children's welfare. Designated staff are responsible for leading safeguarding, special educational needs, equality opportunity and behaviour management so that roles are clear. Staff roles and responsibilities are displayed in all rooms so that staff and parents are clear about to whom they should address issues or concerns.

The experienced manager and owners are well supported through frequent monitoring visits from the franchising company, which provides support for all aspects of operations management and the provision of effective care and education. This helps to ensure that standards are kept high, in order for children to learn and develop in a safe and caring

environment. Monitoring within the nursery is strong, although the monitoring of children's learning records, along with observations and assessment requires a more precise approach for it to equal the very high standards found in other areas of practice. A more meticulous approach to monitoring observation and assessment is able to show areas where staff knowledge and understanding can be extended in order to enhance children's learning, with regard to them producing more precise information for planning.

Evaluation of practice is frequent, with contributions from the manager and owners, the franchising company and the local authority advisory service. Parents are given several routes to offer their views on the nursery's service, including comments slips which are freely accessible around the setting, and through questionnaires. Newsletters are produced monthly for users of the nursery, and include information about how the nursery responds to identified issues. Children also are supported to contribute through simple means such as informal talk and by enabling them to take photographs of what they like to do when in nursery. This enables staff to identify which resources need to be made more attractive to children, in order for them to be played with to support learning. Professionals who visit the nursery in order to support individual children are strong in their praise of how receptive the staff and manager are to adapting practice to meet the needs of children with special educational needs and/or disabilities.

The manager and owners maintain development plans for long term issues, such as embedding the new system for assessment and training staff more extensively in operational systems to enable the manager to delegate tasks more effectively. They also implement measures, which are more short term, that result from monitoring visits by the franchising company, such as reminding all staff about correct storage of nappy changing resources. The manager has begun to identify staff interests in order to implement professional development, using supervision interviews and regular staff meetings. She has promoted staff who demonstrate leadership ability and has also begun to develop individual staff training plans which take into account their needs and interests, and the nursery's needs. The manager receives her own performance management support from the franchising company staff, and this enables her to continue her work towards achieving Early Years Professional Status. Overall, the nursery demonstrates a committed and comprehensive approach to evaluation and continuous improvement in order to achieve the best opportunities it can for children's care and learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY445090
Local authority	Manchester
Inspection number	891320
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	69
Number of children on roll	24
Name of provider	BEC Nursery Limited
Date of previous inspection	Not applicable
Telephone number	07828002393

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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