

Banana Moon Day Nursery

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

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| Inspection date | 12/04/2013 |
| Previous inspection date | 19/12/2012 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 3 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Children benefit from nutritious and well-balanced meals and their dietary requirements are appropriately met.
- Staff have good links with other professionals involved in children's lives. This helps support children with special educational needs and/or disabilities to make suitable progress.
- The new management team are committed to improving the provision and have clear priorities for development.

It is not yet good because

- The equipment to sterilise babies' bottles is not suitable, which does not fully support the youngest children's well-being.
- Some staff do not have a secure understanding of the learning and development requirements of the revised Early Years Foundation Stage. As a result, all staff are not always able to respond to children's emerging needs and interests in a warm and positive manner. The monitoring of staff performance in this respect is, therefore, not yet rigorous enough.
- There are occasions when babies sleep out of sight and hearing of the staff. Consequently, babies are not always supervised appropriately while sleeping, which does not support their safety at this time.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities within the nursery rooms and during outdoor play. The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager, deputy manager and franchise representative.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the setting with the manager.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning journals.

Inspector

Joanne Ryan

Full Report

Information about the setting

The Banana Moon Day Nursery was registered in 2012 and is on the Early Years Register. 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 and is accessible to all children. It operates from the ground and first floor of the building, with four rooms being used for childcare and there is a fully enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and 3.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 84 children attending who are in the early years age group. The nursery provides funded early education for two-, 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there is suitable sterilisation equipment for babies' bottles
- improve staff's understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage to ensure that all staff respond to each child's emerging needs and interests, and guide their development through warm, positive interaction
- ensure children are always within sight or hearing of staff to ensure they are supervised appropriately, this specifically relates to when they are asleep.

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

- review the procedure for monitoring the educational programme, specifically staff performance, so that is rigorous and identifies all occasions where staff require support.

Inspection judgements

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

Children participate in a suitable range of age-appropriate activities and play opportunities throughout the nursery. Older children develop their mathematical awareness as they use descriptive language while playing. For example, children and staff describe going up and down while walking across the logs. Staff use some open-ended questions to support younger children's communication skills when playing with the play dough. For example, they question 'What shall we make?' and staff go on to describe the texture. Children develop their literacy skills as they enjoy reading stories and repeat the phrases from ones familiar to them. Therefore, children are developing satisfactory skills in readiness for the next stage in their learning.

The inspection was brought forward as concerns were raised about adult and child interaction. Although staff monitor children's progress, they are not all fully secure in their knowledge of the areas of learning and the characteristics of effective learning. As a result, the quality of teaching and interaction is variable between staff. Consequently, children make satisfactory, rather than good, progress. Staff keep learning journals for each child that contain observations and photographs of skills. Progress checks for children aged two to three years are in place and report on children's abilities in areas of learning satisfactorily. Staff do not always consider children's interests and their stage of development when providing activities. Therefore, activities and experiences do not always build on what children already know and can do and sometimes this results in children not having sufficient challenge. For example, during snack time in the toddler room staff sit with children but warm and positive interaction is limited and opportunities for discussion are missed.

Children who have special educational needs and/or disabilities make sufficient progress from their starting points because staff work well with a range of health professionals. They offer advice and support to promote children's learning and development. Staff adequately promote the learning of children who speak English as an additional language by using visual resources and key words in the child's home language.

Partnerships with parents are sound. The key person keeps the parent up-to-date with their child's progress through daily interaction and through parent meetings. Parents share observations about their child with staff when they first arrive and on an ongoing basis. This provides sufficient opportunities for parents to contribute to and support their child's learning. Young children are developing their personal, social and emotional skills as they wash the dolls in the water. Older children enjoy using their imagination as they play with the cars on the car mat. Staff join-in the play and introduce mathematics by counting the cars with the children.

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

The inspection was brought forward as concerns were raised about the sterilisation of babies' bottles. Staff use sterilisation tablets to clean babies' bottles. However, they are sterilised in a bowl which is also used to wash pots and a sponge is used that has already cleaned various other items. The bottles are then stored altogether in a tray until they are ready to be used. This does not fully support babies' good health. However, other areas of hygiene are given suitable priority as children are encouraged to wash their hands and tables are cleaned with anti-bacterial spray. Nappy changing arrangements are suitable and hygienic and meet the younger children's needs.

Children are proud of their achievements and are regularly praised by staff for completing tasks and behaving well. The environment is enhanced by colourful displays of their artwork, which further supports their self-esteem. Staff carry out routine checks at the beginning of the day to evaluate safety and cleanliness before the children arrive. Older children access the outdoor area on a daily basis where they have opportunities to ride bikes and exercise. Babies have some access to the outdoor environment. All children are provided with healthy and balanced meals which contributes to the promotion of healthy lifestyles.

There is a key person system in place and most staff form secure relationships with the children. Most staff know their children well and build firm relationships, supporting their development. However, there are occasions when babies go to sleep in another room where they are not within sight or hearing of the staff. This does not ensure their safety at that time. However, once identified, the deputy manager does remind staff that children should be supervised at all times. On most occasions staff supervise children adequately and ensure they can play safely. Staff create a safe environment by tidying away toys which toddlers may fall over.

Older children are competent at managing their own personal needs. For example, they wash their own hands and are encouraged to wipe their own noses. Children develop their independence as they choose from the resources which are freely available. Children play together cooperatively, sharing the resources and taking turns. Children and parents are appropriately supported during times of transition. For example, each child's key person meets with other staff members, as children move between rooms. Transition documents are completed when children move between providers. This enables appropriate support to be given to children at times of change.

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

Sound systems are in place to deal with any child protection concerns, liaising with the appropriate agencies and helping to protect the children who attend. Robust recruitment and induction procedures are in place to gauge that new staff employed to work with the children are suitable to do so. There are suitable procedures in place for the recruitment of staff and systems to assess their suitability. Staff have access to a range of training opportunities internally and externally and a training record is kept. Therefore, most staff are developing their knowledge and skills adequately.

There is an appraisal system in place which helps identify staff's skills and areas for development. Therefore, staff are given suitable support from the managers. The deputy manager monitors the educational programme by observing staff in practice and undertakes spot checks of the 'learning journeys' and planning documentation. The monitoring process identifies some areas for development but is not yet rigorous enough to identify all situations where staff require support. The manager and deputy manager have a good knowledge of child development and have the skills to support the staff to develop. Children's safety is generally promoted through satisfactory use of risk assessments. However, the safe supervision of sleeping children has not been considered as part of this process.

The manager is very new in post and is working closely with the deputy manager. They are enthusiastic and keen to provide quality care and education. The manager's initial evaluation of the nursery has accurately identified areas that require development. As a result, clear plans for improvement are in place. For example, the manager has revised the behaviour management policy and intends to work with the staff on developing a range of consistent strategies to promote positive behaviour. Parents' views are gained through questionnaires, which are used to help identify and target areas for improvement.

The management fully understands the importance of working with external agencies and they work closely with the local authority development advisory team. This enables them to gain specialist support so individual children with identified needs receive consistency in their care and learning to help them progress. Partnerships with parents are developing. The deputy manager has recently implemented new systems to involve parents. For example, a 'wow' board has been created for parents to share children's learning at home. There is information displayed on the walls identifying information about activities, which parents appreciate.

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 action. 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

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| Unique reference number | EY445090 |
| Local authority | Manchester |
| Inspection number | 907438 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 69 |
| Number of children on roll | 84 |
| Name of provider | BEC Nursery Limited |
| Date of previous inspection | 19/12/2012 |
| 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, which are usually the childminder's 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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