

# Banana Moon Day Nursery

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

<b>Inspection date</b>	15/01/2014
Previous inspection date	12/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
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 requires improvement

- The stimulating environment and range of good quality resources provides children with opportunities to access a broad and balanced curriculum. As a result, they make steady progress in their learning and development.
- Key persons establish warm and caring relationships with children, which promotes their sense of emotional security and belonging. As a result, babies and children are happy and content and feel safe in the nursery environment.
- Staff have a secure understanding of how to promote the safety and welfare of the children in their care. They assess the risks to the premises well and minimise these so that children are able to learn and play in a safe environment.

### It is not yet good because

- Staffs' understanding of how to observe children's learning varies. This means that their assessments are not always used effectively to plan activities that are appropriate for children's individual learning needs.
- Arrangements in place to consistently monitor the effectiveness of the quality of teaching and learning in practice is not yet fully embedded. This means that inconsistencies in the quality of teaching and learning have not yet been fully addressed.
- The outdoor space is not yet fully resourced to provide children with more natural and open-ended materials, to further enhance their exploratory and investigative skills.

## 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 children's activities in all playrooms.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.  
The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Julie Kelly

## Full report

### Information about the setting

Banana Moon Day Nursery registered in June 2012 on the Early Years Register. The nursery is privately owned and operates from a two-storey building. Children have the use of five rooms and a secure enclosed outdoor play area. The nursery serves the local community. It is open each week day from 7.30am to 6.30pm for 51 weeks of the year.

There are currently 90 children on roll, all of whom are within the early years age range. The nursery receives funding for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 15 members of staff who work directly with the children. Of these, 11 hold an early years qualification at level 3 and four hold an early years qualification at level 2.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of the observation and assessment system to enable staff to understand children's level of achievement, and use the information to tailor activities to meet each child's individual learning needs to ensure they make consistently good progress
- develop systems in place for staff supervision arrangements, such as coaching, mentoring and guidance, to further improve their knowledge, understanding and practice so that all children's learning is consistently supported.

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

- extend opportunities for children to enhance their exploratory skills and further develop their sense of curiosity outdoors, for example, by providing a range of natural materials and open-ended resources for them to investigate.

## Inspection judgements

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

Staff have a sound knowledge of the Early Years Foundation Stage and generally provide a range of activities that capture children's interests and help them make steady progress

in their learning and development. The environment is stimulating and well resourced to provide children with opportunities to be active learners and develop their natural sense of curiosity. For example, babies excitedly crawl across 'bubble wrap' and are fascinated by the sounds they hear as it pops. They delve into treasure baskets to explore objects and materials, such as bottles filled with glitter, pasta, rice and coloured water and metal pots, pans and spoons. Older children explore the properties of sand, water, paint and dough. However, due to the recent overhaul of the garden, the outdoor environment is not yet fully resourced with more natural and open-ended materials to further enhance children's exploratory and investigative skills.

Staff appropriately support children's physical skills, communication and language and personal, social and emotional development. This means that children develop the skills and abilities to prepare them for the next stage in their learning in readiness for school. Children can initiate their own play and learning as they choose the toys and equipment they want to play with from freely accessible boxes and baskets. Children with special educational needs and/or disabilities are well supported because the key person liaises with parents to develop individual education plans, which ensures their individual needs are met. Furthermore, staffs' knowledge is further extended as they receive expert advice and guidance from one of the directors who has a wealth of knowledge and experience of working with children with special educational needs and/or disabilities. Staff support children who speak English as an additional language well because they learn and use key words in their home language to promote their understanding of English. Staff value, accept and praise words and phrases used by children in their home language, offer English alternatives and positively encourage their use. Furthermore, there are members of staff employed who speak several languages and can therefore help to extend children's understanding of English. Children often speak to each other in their home language which promotes their sense of security and those who are bilingual confidently translate what children have said for staff.

Children develop their personal, social and emotional skills as they play cooperatively in a group and form close relationships with staff and each other. They feel good about themselves as they are praised and encouraged by staff, which promotes their confidence and self-esteem. Staff are skilful in helping babies to develop their communication and language skills as they recognise and respond to the different sounds they make and the gestures they use to communicate. They repeat sounds back to them to encourage their understanding of 'two-way conversation' and provide valuable opportunities for them to listen and tune into the noises they hear. Older children use language to communicate their thoughts and ideas and talk confidently about their home and family. They listen attentively to staff during group activities and respond enthusiastically when asked questions. Staff complete observations and assessments, together with termly learning development summaries, so that they are aware of children's current learning needs. However, staffs' understanding of how to observe children's learning varies. This means that assessments are not always used effectively to plan activities that are appropriate for children's individual learning needs. This has an impact on their ability to make the best progress possible. Staff gather information about children's learning from parents on entry and use this information along with subsequent observations as a starting point. They share significant learning with parents through regular conversations, daily diary sheets and children's learning records. Parents are encouraged to contribute to children's learning

records and tell staff what their children have been doing at home, so that they can build on their experiences. In addition, staff talk to parents about how they can help support their children's learning at home through simple everyday activities, which ensures continuity of care and learning.

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

An effective key person system is in operation which enables babies and children to form close relationships with adults. Key persons know their children well and speak to parents if they have any concerns. As a result, children feel safe and secure in the nursery. Children develop close emotional attachments with their key person who show genuine affection for the children they care for. This is particularly evident in the baby room, where babies are looked after by loving and attentive staff who ensure that their physical and emotional needs are well met. Babies demonstrate their contentment as they snuggle up to their key person to listen to stories and sing songs and rhymes. Discussions with parents on entry about children's likes and dislikes and the implementation of the 'settling-in' policy ensures that children settle well. Furthermore, arrangements for supporting children as they move rooms is well planned through taster visits, discussions between key persons and sharing of learning and development records. This means that children's emotional well-being is effectively promoted and transitions are smooth.

Staff are consistent in the way that they approach behaviour management and children respond to positive praise and encouragement as they persevere with tasks. As a result, children develop their self-esteem, feel good about what they do and are beginning to understand the boundaries of appropriate behaviour. Staff promote children's awareness of good hygiene routines through role modelling of good practice and the consistent implementation of policies and procedures. For example, children know that they wash their hands to 'get rid of germs'. Children enjoy a range of healthy, nutritious meals and snacks and regular drinks to support their physical well-being. Children are encouraged to do things for themselves, such as putting on and taking off aprons and coats which enables them to learn to manage their own self-care needs.

There is a focus on outdoor activities and children have daily access to the outdoor play area where they participate in physical exercise and benefit from fresh air. A homely, cosy sleep room is provided for babies and young children who need an afternoon nap and they are closely monitored by a staff member who is present in the room at all times. In addition, staff are in the process of developing the area around each cot to further promote children's sense of security and belonging, by decorating the area with pictures that are meaningful to each child. They have also asked parents to bring children's favourite cuddly toy and blanket from home to put in the cot. Older children sleep in the 'teenies' room on comfortable mattresses, surrounded by warm blankets and their favourite comforter. Children demonstrate their understanding of staying safe as they talk about not running indoors and know that they have to be careful when they use scissors. The equipment and resources are safe, clean, well maintained and developmentally appropriate to meet the individual needs of all the children attending.

### **The effectiveness of the leadership and management of the early years**

**provision**

Safeguarding policies and procedures are in place and staff are aware of their roles and responsibilities in protecting children from harm. Staff have a secure knowledge of the signs and symptoms of abuse and know what to do and who to contact in the event of a cause for concern. The appropriate procedures for recruiting, vetting and checking staff ensures they are suitable and safe to work with children. Risk assessments and health and safety procedures ensure that hazards are minimised in order to reduce the risk of accidents to children. Accident records are analysed to identify whether incidents are occurring in the same room, at the same time or involving the same pieces of equipment. This means that measures can be taken in order to prevent these accidents from reoccurring. An induction process, which takes place over time and includes a probationary period, means that staff are aware of their roles and responsibilities. Staff are appropriately deployed to ensure children are consistently supervised and that ratios are met at all times. Effective risk assessments which are regularly reviewed and health and safety procedures minimise hazards and reduce the risk of accidents to ensure children can learn and play in a safe environment. The security of the nursery is well maintained, as only visitors who are known to staff are allowed in, identification is verified and a signing-in sheet completed. Parents use a fingerprint identification system to gain access. This minimises the risk of unwanted intruders entering and children leaving the premises unsupervised. Furthermore, all nursery rooms and the car park are under constant surveillance by closed-circuit television cameras which can be viewed in the event of any complaints or incidents.

The manager has been in post for a very short time and has begun to implement staff supervision and appraisals to formally identify their continued professional development and training requirements. However, as yet these are not fully embedded and as a result the quality of teaching and learning across the nursery is variable. The manager has a wealth of knowledge and experience from past roles in early years settings and uses her expertise to guide and support staff in their practice. She is an excellent role model for the staff who welcome her support and together they continue to work hard to improve the service they provide. Staff also work with the local authority Quality Assurance Team to self-evaluate their practice and prioritise areas for development. The manager observes the environment, resources and staffs' practice in order to identify the strengths and weaknesses of the nursery. She has already made changes to the provision which have had a significant impact on improving learning outcomes for children, and all actions and recommendations from the last inspection have been fully addressed. For example, the two- to three-year-old's room is now divided into two smaller spaces so that children can engage in quality one-to-one times with their key person and babies are situated in a larger room where they have more space to freely explore the environment.

Staff have positive relationships with parents, which results in children's individual care needs being met and ensures that they have appropriate knowledge of their likes, dislikes and interests. They liaise closely with external professionals, such as health visitors and speech and language therapists and have firm links with other early years providers which promotes continuity of care and learning for children. This also means that children are supported with their transition to school. Parents are very complimentary about the

nursery and the care and education their children receive. They comment that the nursery has significantly improved since the arrival of the new manager. Parents state that children enjoy their time at the nursery and they can confidently leave them in the care of staff, knowing that they are safe and happy. They are pleased with how much progress their children have made, particularly with regard to their speech and language development.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY445090
<b>Local authority</b>	Manchester
<b>Inspection number</b>	946483
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	69
<b>Number of children on roll</b>	90
<b>Name of provider</b>	BEC Nursery Limited
<b>Date of previous inspection</b>	12/04/2013
<b>Telephone number</b>	0161 4431 700

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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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