

Banana Moon Day Nursery

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

Inspection date	21/08/2014
Previous inspection date	15/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Teaching is good and staff use observations and assessment well to plan for children's next steps in learning. Consequently, they make consistently good progress in relation to their starting points.
- Children are settled and secure because they have formed close bonds with their key person, who knows them well. This means each child's needs are well met.
- All staff have a secure understanding of their roles and responsibilities to safeguard children and to implement daily safety checks to minimise hazards.
- The manager has a clear vision for further improvements. She sets high standards, monitors effectiveness and encourages staff professional development through training, which demonstrates high aspirations and a drive towards quality.
- A strong relationship with parents helps children to make progress, as the staff ensure that a joint approach to their child's learning is maintained.

It is not yet outstanding because

- There is scope to enhance the already good procedures in place to support children's move to school.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed children's play and staff interactions, both indoors and outdoors.
- The inspector undertook a joint observation of a teaching activity with the manager.
The inspector looked at children's assessment of records, planning documentation,
- evidence of the suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took into account the views of parents and children spoken to on the day.

Inspector

Lynn Byrne

Full report

Information about the setting

Banana Moon Day Nursery was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from a two-storey building on a business park in Levenshulme, Manchester. There is a fully enclosed area available for outdoor play. The nursery employs 16 members of childcare staff, 13 of whom hold appropriate early years qualifications at level 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 50 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- enhance the already good support for children moving to school, for example, by strengthening the partnerships with teachers.

Inspection judgements

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

All staff have a secure knowledge and understanding of the Early Years Foundation Stage. They provide an interesting and motivating range of activities and resources, which help children to develop and progress across the seven areas of learning. As a result, children benefit from a good quality educational programme that effectively promotes their learning in all areas. All staff have high expectations of children and regularly assess their development. Observations and accurate assessments are successfully completed by staff to identify the next steps for individual children. This information is skilfully used to provide a wide range of exciting, challenging activities that lead from the children's interests. As a result, individual children's needs are identified and targeted. The quality of teaching is consistently good and children learn through a balance of adult-led and child-initiated activities. Consequently, staff provide a wide range of interesting and challenging experiences that are linked to individual children's next steps. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language are generally working within the typical range of development expected for their age.

Children learn about their local community and the wider world by celebrating festivals throughout the year, which extends their understanding of diversity and differences. Children who speak English as an additional language are supported well by staff members who can speak several languages and use key words in their home language to

extend and support their understanding of English. Staff support children's good communication and language skills and help them to build their vocabulary by talking to them and introducing new words, during activities and mealtimes. For example, staff encourage the babies to repeat words during a sensory activity and older children listen and respond to ideas expressed by others in conversation. Skilled staff extend children's play and ideas through the good use of open-ended questions which support children to develop effective characteristics of learning. For example, children are eager to participate because staff motivate and enthuse them. They think about what is happening and find solutions to problems by talking about the situation and considering options. As a result, all children are gaining the necessary skills to support their future learning and readiness for school.

Partnerships with parents are good. Parents are encouraged to share information about their child through daily conversations. New children are supported with settling-in visits where parents share information with their child's key person. For example, staff learn about children's likes, dislikes and favourite activities. Information gained contributes to initial assessments of their child's starting points and helps children to settle well into the nursery. As a result, staff know children very well and talk to them about their home life, which helps them feel valued. The staff value parents' contributions and have introduced a parents' voice coordinator, who regularly meets with the managers to share the parents' views on how the nursery can be improved.

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

Children's emotional well-being is effectively promoted throughout the nursery. A well-established key-person system ensures all children benefit from secure attachments. The caring and supportive environment helps children to feel safe and secure, which provides a strong foundation for their well-being and independence. Settling-in sessions are used to build relationships with parents, who are encouraged to share details of their child's individual care needs and routines. As a result, staff know individual well and children's emotional well-being is effectively promoted. Staff prepare the children for changes and movements through the nursery with short visits, supported by their key person. This enables children to meet and form attachments with their new key person, which supports a smooth move. Systems are in place to invite teachers from all relevant schools to meet the children. However, these links with schools are still being developed by staff so that they ensure all children are fully supported and emotionally equipped for their move to school.

Staff provide welcoming, stimulating, well-resourced indoor and outdoor environments which support children's all-round development and emotional well-being. Since the last inspection, the outdoor area has been successfully developed to provide exploration areas. For example, a mud kitchen, butterfly garden, story area and bug garden have been created to provide the children with a range of natural materials and open-ended resources for them to investigate with. Consequently, children have a wide range of opportunities to challenge them in all areas of learning, and their exploratory skills and curiosity of the outdoors are supported. Staff support children in their learning by encouraging them to initiate their chosen activities by exploring and playing

independently. Children enjoy developing physical skills as they climb, run and jump off logs, which also enables them to develop an awareness of their own physical abilities and learn how to assess and manage risks.

Children are developing good independent self-care skills. For example, older children pour their own drinks, serve themselves at mealtimes and clear their plates when they have finished. Some children use the toilet and wash their hands with confidence and others ask for help if needed. Children in nappies have their care met effectively through routine changes and more when needed. Children are offered a healthy and nutritious diet that includes fresh fruit and vegetables daily. This supports children to develop an awareness of what foods are good for them so that they learn how to make healthy choices. Fresh drinking water is readily available for children to access all day, which they are encouraged to use as they manage their own needs for a drink. Children are showing good awareness of their own and others safety. They are encouraged to tidy up when they have finished with resources to keep the environment safe and minimise hazards. Staff are good role models and use age- and stage-appropriate explanations to provide children with a clear knowledge of acceptable behaviour. Staff use simple reinforcement and distraction with children, which supports the consistent and calm approach by staff. As a result, children behave well and are becoming increasingly responsible.

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

All staff have a good understanding of their responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are aware of potential and actual harm to children and have a strong knowledge of procedures to follow if they have a concern about the welfare of a child or conduct of a member of staff or manager. Several staff have first-aid certificates, and appropriate accident and medicine records are in place. Safety is promoted through robust arrangements for assessing any risks to children, and checks are carried out on a daily basis to minimise these and to ensure that safety measures remain effective. There are effective procedures to ensure the premises remain secure. This means children are protected from contact with unauthorised people and are prevented from leaving the nursery unsupervised. Recruitment procedures are effective and all relevant checks are in place to ensure all staff are suitable to work with children. Staff have a detailed induction, so they understand the nursery policies and health and safety procedures.

The manager's drive for improvement is demonstrated by a clear improvement plan, and all previous actions and recommendations from the last inspection have been effectively met. The manager has successfully improved the observation and assessment system to enable staff to understand children's level of achievement. Staff now use the information to tailor activities to meet each child's individual learning needs and ensure they make consistently good progress towards the early learning goals. The manager monitors all planning and assessments to guarantee they are consistent and precise. Consequently, individual children or groups of children with identified needs are targeted so that appropriate interventions are sought and gaps are closing. The manager has also developed systems for staff supervisions. Continual professional development arises from

staff's own needs and updating current practice and thinking. The manager gives effective support to all staff to ensure teaching supports all children appropriately. She has carried out in-house training to strengthen staff's practice. As a result, staff's knowledge, understanding and practice have been improved so that all children's learning is consistently supported well.

Partnerships between staff and parents are very positive. Parents spoken to comment on the friendliness of the staff and how they are kept informed of their children's development through daily discussions. Staff encourage parents to express their opinions of the nursery, in order to ensure their views contribute to the nursery's overall self-evaluation and ongoing developments. A parents' voice coordinator has been appointed to share the parents' views and ideas for moving the nursery forward with the managers. The manager and parents are currently developing ideas on how they can gain the views of all children, so their ideas can also contribute to the development of the nursery. The staff work in partnership with specialised professionals to support children with special educational needs and/or disabilities. They know to work with other settings that children may attend to ensure that children receive continuity in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962538
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	50
Name of provider	BEC Nursery Limited
Date of previous inspection	15/01/2014
Telephone number	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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