

Banana Moon Day Nursery Sale



The Manse, 39 Northenden Road, Sale, Cheshire, M33 2DH

Inspection date

23 November 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The key-person system is not fully effective. Although each child is assigned a key person, the arrangements do not always meet children's needs. Some parents are not aware of who their child's key person is.
- The provider does not ensure that parents receive regular feedback on children's progress. Communication is not used effectively to ensure that all parents receive the same level of information to help them to contribute towards their children's learning.
- Staff working with pre-school children do not organise group activities as well as possible to engage the interests of all children and support their learning further.
- Occasionally, staff fail to fully support babies' speaking skills.

It has the following strengths

- The new manager is committed to improving the quality of the provision. She has a realistic awareness of areas to develop and is extremely focused on driving forward improvements. She has already begun to implement positive changes.
- Overall, teaching is good and well-qualified staff support children to make good progress. The welcoming and stimulating environment is organised to meet the needs of all ages. Children choose from a range of high-quality toys. This helps to motivate them and contributes towards their independence.
- Working with external professionals is very effective. Staff provide effective support to meet the individual needs of all children. This helps to assist children who have special educational needs and/or disabilities and who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ establish an effective key- person system to build effective partnerships with parents and fully meet children's individual needs	29/12/2017
■ ensure all parents receive regular information about their children's progress and provide consistent opportunities for parents to be involved in their children's learning.	29/12/2017

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

- help staff to engage pre-school children more effectively and further develop their interest and learning
- support babies' communication and language skills more effectively.

Inspection activities

- This inspection was carried out following a notification from the provider.
- The inspector toured all areas of the nursery. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting and held ongoing discussions with the provider, nursery manger and quality improvement adviser. She carried out an evaluation of teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She took account of the views of parents through discussions and written feedback obtained prior to inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed self-evaluation and checked evidence of the suitability of staff.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider does not ensure that parents receive regular feedback about children's progress and are involved in their children's learning. Nonetheless, this does not have a significant impact on their learning and development as children do make progress. Safeguarding is effective. All staff are trained in child protection policies and procedures and know what to do if they have concerns about a child or the behaviour of a colleague. The provider is fully aware of the safeguarding and welfare requirements. Following an alleged incident involving a member of staff, the provider followed all procedures correctly. They notified Ofsted as required, completed a full investigation and reviewed policies. A high level of security is maintained. For example, a keypad entry and security cameras contribute towards safety of the premises. Staff suitability is thoroughly checked. They receive a detailed induction, regular mentoring, support and training. This helps them to understand their responsibilities and improve their knowledge and skills.

Quality of teaching, learning and assessment is good

Staff are well qualified and overall, provide interesting learning opportunities. However, staff working with babies do not always model the correct use of language or allow sufficient time for babies to respond to questions. Nonetheless, babies enjoy the sensory experience of feeling cornflour and water 'gloop' using their hands. They are enthralled by bubbles and use good physical skills to eagerly catch them, delighting when they pop. Two-year-olds learn new words rapidly. Bi-lingual staff reinforce children's home languages and use a hand sign of the week. This helps them to communicate well. Staff skilfully teach older children about hibernation and they triumphantly guess which animals sleep through winter. Children expertly construct a nest for animals to hibernate in. However, some group activities in the pre-school room fail to interest all children.

Personal development, behaviour and welfare require improvement

Many changes to the staff team has resulted in several changes to children's key person. Furthermore, parents are not always made aware of when the key person has changed. This does not foster strong relationships and means information sharing does not always promote continuity of care. Nonetheless, children are assigned a key person and as consistent members of staff are deployed in base rooms, children appear happy and overall settle well. Children enjoy energetic play in the newly developed outdoor area. Older children benefit from swimming lessons and all children have a weekly music and movement session. Children receive healthy nutritious meals. This contributes towards their good physical health and well-being. All staff are trained in positive behaviour management strategies. This contributes towards children's good behaviour.

Outcomes for children are good

Children are confident and curious learners. They develop close relationships with their peers. Children are respected and listened to. They independently choose toys, initiate activities and lead their own play. Children develop skills for future learning and school.

Setting details

Unique reference number	EY492543
Local authority	Trafford
Inspection number	1117887
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	78
Number of children on roll	69
Name of registered person	Eureka Day Nurseries Ltd
Registered person unique reference number	RP900998
Date of previous inspection	Not applicable
Telephone number	0161 9692700

Banana Moon Day Nursery Sale registered in 2015 in Sale Manchester. The nursery employs 18 members of childcare staff. Of these, 15 hold an appropriate early years qualification at level 3 or above. The manager holds an EYTS qualification. The nursery opens weekdays, from 7.30am until 6.30pm, all year round, except for public holidays and during the Christmas period. The nursery provides funded early education for two-, three- and four-year-old children.

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