

# Banana Moon Day Nursery Altrincham

The Lindens, 59 Barrington Road, ALTRINCHAM, Cheshire WA14 1HZ



<b>Inspection date</b>	22 February 2019
Previous inspection date	10 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The leadership team are committed and passionate about the quality of service they offer. Staff feel valued and well supported by the manager and directors. High staff moral and effective teamwork contributes to the smooth running of the setting.
- The leadership team has established effective systems for self-evaluation. They regularly complete detailed audits to help the management team understand the setting's many strengths. Their focused action plans incorporate the views of parents and children. Management make many regular improvements to impact on outcomes for children.
- Staff use simple changes to the environment and teaching in each room of the nursery. As children move through the nursery, they experience age-appropriate teaching and stimulating resources, tailored to their needs. Children are well supported and make good progress.
- Staff regularly observe children and monitor progress. This help them to build an accurate picture of abilities and gaps in learning. Staff use this information well and plan activities to support development. Their assessment systems are clear and effective.
- Staff treat children with respect and consideration. They call children by their names, listen to children's comments and provide eye contact when talking. Children are respected as individuals and their uniqueness is nurtured and valued. This helps children to feel valued and promotes their self-esteem and strong sense of well-being.
- Sometimes, staff miss opportunities to extend older children's knowledge of space, shapes and measurement, beyond their current capabilities.
- Staff's routines for babies involve several moves between different locations in the nursery, at various times during the day. This does not fully promote children's engagement and sustained concentration as their learning is occasionally interrupted.

## What the setting needs to do to improve further

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

- make the most of opportunities to extend older children's mathematical skills even further, particularly their knowledge of space, shapes and measurement
- strengthen opportunities for babies to engage and think without interruption.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery directors, nursery manager and head-office regional manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and reviewed their written comments. She took account of their views and opinions.

### Inspector

Michelle Jacques

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff know how to identify signs that may indicate a child is at risk from harm. They understand how to report their concerns. The manager ensures that staff's safeguarding knowledge is up to date and randomly asks staff questions about child protection issues to reinforce their knowledge. The manager observes staff regularly and provides feedback on their performance. They discuss any areas to improve to help to develop practice. Staff attend regular training to extend their skills further. The manager's systems for recruitment and selection of new staff are rigorous. Staff communicate with parents using a variety of methods. For instance, they issue newsletters, share information online and host coffee events and parents evening meetings. Staff establish open, two-way communication with parents to promote consistency for children.

### Quality of teaching, learning and assessment is good

Staff have high expectations for children and appropriate challenge is provided through play. Children have fun as they learn and are motivated to try new things. For example, children enthuse as they work out how to open and lock boxes using keys. Children persevere and work together to solve difficult problems. Children develop excellent critical thinking skills and physical coordination as they play. Staff incorporate children's interests into activities and games. This helps to ignite children's enthusiasm and enjoyment in learning. For example, children show an interest in toy food. They are encouraged to use their imagination as they serve and eat make-believe ice creams. Children concentrate and develop their ideas through self-chosen activities, supported by attentive and skilful teaching.

### Personal development, behaviour and welfare are good

Children enjoy secure friendships. They laugh and giggle as they interact with one another. Children are social, happy and emotionally secure. Babies and older children spend time together at the beginning and end of the day. This helps to build social confidence as children mix with new friends. Children are considerate, and take care of each other, and behaviour is good. Children's individual needs are swiftly met by attentive and caring staff. This helps to promote children's emotional well-being. For example, when babies fall asleep during outdoor play, cots are relocated to the garden to accommodate children's changing needs. Children's good physical health is well promoted as they climb, balance and run outdoors. Children are happy, relaxed and emotionally reassured in this friendly and caring setting.

### Outcomes for children are good

All children make good progress from their starting points. They acquire key skills in preparation for the next stage in their learning. Children develop a positive attitude to literacy and reading. They handle books, turn pages and listen to stories being read. Children of all ages develop good language skills. Babies babble and use gestures to communicate and older children practise language through conversation. Children are eager and willing to learn new things. They prepare well for the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY487990
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10076459
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	81
<b>Name of registered person</b>	Educ8me (UK) Limited
<b>Registered person unique reference number</b>	RP534503
<b>Date of previous inspection</b>	10 June 2016
<b>Telephone number</b>	01619240119

Banana Moon Day Nursery Altrincham registered in 2015. The nursery employs 19 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

