

Banana Moon Day

Nursery Davyhulme

Trafford House, 5-7 Lostock Road, Urmston, MANCHESTER M41 0SU



Inspection date	27 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 manager and area manager conduct regular audits to precisely evaluate the nursery, leading to detailed action plans. For example, these plans have led to an enhanced environment in the baby room and a self-reflection programme in pre-school.
- Staff observe children regularly and accurately assess their development. They use this information, along with children's interests, to plan purposeful activities. For example, staff put interesting objects in the sand for children who enjoy covering and hiding objects. Staff use this to increase opportunities to talk about shape with children.
- Staff support children to keep themselves safe and healthy. For example, they help children to understand how their bodies might be affected by the sun. They talk to children about how they may feel thirsty and how their skin might burn.
- Children enjoy being creative. They make models with dough and natural items such as pebbles, shells and cones, and draw recognisable pictures of whales and superheroes.
- The manager does not always ensure that staff are fully supported at challenging times, such as when a group of children move into a new room. This means certain times of the day can sometimes be a little chaotic while children learn boundaries and routines.
- Staff do not always allow children enough time to fully investigate the activities they are involved in. Routines are sometimes too rushed and this means children cannot always become fully engaged in their learning.

What the setting needs to do to improve further

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

- focus more precisely on supporting staff effectively during more difficult periods, for example when they have a new intake of children
- consider how routines of the day might be improved to allow children time to explore activities and become fully engaged in their learning.

Inspection activities

- The inspector took a tour of the setting and evaluated the learning environment.
- The inspector held a meeting with the manager and area manager, and discussed their evaluation of the setting.
- The inspector conducted a joint observation with the manager and discussed how she monitors staff performance.
- The inspector spoke to parents and considered their opinions.
- The inspector viewed documentation such as information relating to the vetting of staff.

Inspector

Karen Bingham

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff can identify signs and symptoms of abuse and know how to report any concerns they may have about a child or adult. The manager monitors her staff effectively. She observes them, evaluates their practice and assigns training according to their needs. For example, when staff need help to support children's behaviour, the manager organises relevant training. New staff are supported well. The manager ensures they are mentored by experienced staff and they have regular meetings to check their progress. The manager puts measures in place to keep parents well informed. For example, she displays relevant policies every month and has regular parent surveys to check parents' knowledge of aspects of the setting.

Quality of teaching, learning and assessment is good

The manager and staff ensure the environment is very inviting. Children access exciting areas of learning. For example, the 'superhero headquarters' encourages children to use their imagination, develop technological skills and learn new vocabulary. The manager and staff identify any gaps in children's learning and develop plans to close these quickly. For example, when children struggle with pencil control, staff put initiatives in place to help them hold pencils upright. Staff help children to develop a wide range of vocabulary. During lunch, they talk about what is in their food and children identify ingredients, such as kidney beans. Staff support children to become ready for school. For example, they introduce books about going to school into the book corner. Staff provide information to local schools about children's development to support their transition.

Personal development, behaviour and welfare are good

Staff engage sensitively with babies and young children. They warmly comfort children who become upset and praise children regularly. Staff provide activities to stimulate the senses. For example, they provide water play containing slices of orange and encourage children to paint with carrots and potatoes. Staff support children to manage their behaviour. They remind them to share their toys and encourage them to wait their turn. Staff and parents share information regularly about children's development and welfare. For example, in the baby room they use a handover sheet to detail the day's events. Staff help children to learn about different cultures. For example, they have books in languages that some children speak at home.

Outcomes for children are good

Children progress well. They develop at the levels expected for their age. Children are imaginative. They pretend grey dough is the rubbish in their rubbish trucks and make-believe the dinosaurs are talking. Children enjoy doing small tasks such as helping staff wipe tables before lunch or independently accessing their own water. Older children concentrate as they follow patterns when threading coloured beads onto sticks. Young children enjoy making marks in paint with brushes and balls. Children identify animals and their sounds as they enthusiastically sing farmyard songs.

Setting details

Unique reference number	EY545117
Local authority	Trafford
Inspection number	10060046
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	40
Number of children on roll	35
Name of registered person	SFC Childcare Limited
Registered person unique reference number	RP545116
Date of previous inspection	Not applicable
Telephone number	07891471933

Banana Moon Day Nursery Davyhulme registered in 2017. The nursery employs seven members of childcare staff. Of these, one holds an appropriate childcare qualification at level 6, two hold level 5, and three hold level 3. The nursery opens from Monday to Friday from 7.30am until 6.30pm, all year round, except for bank holidays and one week at Christmas. It provides funded early education for two-, three- and four-year-old children.

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