

# Inspection of Banana Moon Day Nursery

Bayley Hall, Lodge Lane, HYDE, Cheshire SK14 4JX

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Inspection date: 20 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children benefit from a wealth of learning opportunities. Babies enjoy listening to stories as staff read and sing with enthusiasm. They babble and vocalise tunefully. Older babies even attempt to say tricky words, such as 'antelope', as staff sing about the animals on the bus. Pre-school children develop their physical skills and awareness of healthy eating. For example, they work incredibly hard chopping and dissecting vegetables, such as potatoes and pumpkins, to make a hearty soup. All children are thoroughly engaged and develop a positive attitude to learning.

Staff make good use of the nursery's outdoor play area to provide children with additional learning experiences. Children enjoy digging and planting pumpkin seeds to see if they will grow. They develop their problem-solving skills as they transport water from the trough to the digging area, using different containers. Children also benefit from their natural surroundings. The nursery is situated in the park, which offers children first-hand experiences of nature and the changing seasons.

Staff strive to give children the best possible care and education. For example, they seek ideas from teachers to help prepare children for their transition to school. Staff also offer lots of kind words and reassurance, which helps children to feel settled and safe.

### What does the early years setting do well and what does it need to do better?

- Leaders and managers are aware of their responsibilities which has a positive impact on outcomes for children. They work closely with staff, parents and outside agencies to help to accelerate children's learning and progress. For example, they have used early years pupil premium funding to purchase books and outdoor play equipment. These resources are used to help children to develop their physical skills and love of reading. Leaders and managers also work closely with the local authority to help further support children's literacy at home. In addition, staff have created baking bags with simple recipes for children to take home and share with their parents.
- Staff plan meaningful and engaging activities that ignite children's curiosity and help them to develop a can-do attitude. For example, toddlers have many opportunities to develop their finger muscles through activities, such as threading. This activity is readily available so toddlers can practise this complex task. Their hard work is rewarded with lots of praise from staff when they finally succeed. Toddlers are proud of their accomplishments.
- The staff follow a curriculum that helps all children to gain knowledge and skills that prepare them well for their future learning. For example, babies are confident explorers and they are beginning to interact with others, especially their key person. This helps them to establish their sense of self. Toddlers are

fiercely independent as they get themselves dressed for outdoor play. In addition, pre-school children use a wide vocabulary. Although the staff know the children incredibly well, they do not consistently plan activities that focus on individual children's next steps in learning. As a result, staff not helping children to make the best possible progress.

- Partnership working is a strength. Staff work closely with outside agencies and parents to ensure that children with additional needs get the support they need. Parents value this support and comment that their children have made huge progress. Staff have also taken on board teachers' suggestions, so they can better prepare children for the routines of school. For example, teachers commented that new children struggled carrying their trays in the dinner hall. As a result, staff now encourage pre-school children to carry their plates at lunchtime, which helps them to overcome this barrier.
- Pre-school children acquire lots of knowledge and skills that help to prepare them for their transition to school. For example, staff provide lots of opportunities for children to count and recognise numerals. However, staff are not as confident teaching children about shapes, especially three-dimensional (3D) shapes. For example, children enjoy drawing around the 3D shapes, but they have limited opportunities to explore the properties of these shapes, such as similarities and differences. Furthermore, children do not learn the names of these shapes to help further develop their mathematical vocabulary.
- Leaders and managers are committed to making improvements. They have addressed recommendations raised at the previous inspection. For example, staff now ask open questions and give children time to think and respond. This helps to challenge children's thinking.
- Leaders and managers thoughtfully consider staff well-being. They give staff time to go on walks in the park and do not expect them to complete unnecessary paperwork. Staff confirm they are happy and feel valued. They particularly enjoy treats provided on 'Wellness Wednesday'.

## Safeguarding

The arrangements for safeguarding are effective.

All staff treat children's safety as a priority. They complete risk assessments and make prompt changes, where necessary. For example, they have recently increased security of the premises so that children cannot leave unsupervised.

Children learn about safe practices. For example, they know to use the knives carefully when they cut the vegetables. They also know to sit at the table when they are using the scissors.

Appropriate recruitment checks are completed to ensure that staff are suitable to work with children. All staff undertake regular child protection training, which keeps their knowledge up to date. Furthermore, staff are acutely aware of the procedures to follow if they are concerned about a child's well-being.

## **What does the setting need to do to improve?**

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

- strengthen staff knowledge of early mathematics, so they have confidence to teach children about different shapes, especially 3D shapes
- focus more sharply on identifying all children's next steps in learning, so that their learning is coherently planned and sequenced.

## Setting details

<b>Unique reference number</b>	EY487225
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10210585
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	69
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Pretty Steps Day Nursery Ltd
<b>Registered person unique reference number</b>	RP902744
<b>Telephone number</b>	0161 413 6400
<b>Date of previous inspection</b>	5 August 2019

## Information about this early years setting

Banana Moon Day Nursery registered in 2015. It is situated in Hyde Tameside. The nursery employs 15 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, one holds level 5, two hold level 4, eight hold level 3 and one holds level 2. The nursery opens from Monday to Friday all year round, except bank holidays and one week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tricia Graham

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of education and the impact this has on children's learning.
- Consideration was given to parents' testimonials. The inspector also spoke to parents during the inspection.
- The inspector spoke to children and staff throughout the inspection.
- Meetings were held between the inspector and leadership and management team.
- The inspector observed all areas of the nursery, including the outdoor play area.
- The inspector looked at a sample of documentation, including accident records.

We carried out this inspection 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.

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