

Inspection of Banana Moon Day Nursery Escrick

Unit 7 Escrick Business Park, YORK YO19 6FD

Inspection date:

8 August 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children have inconsistent experiences at the nursery. For instance, some toddlers struggle to settle into the session as their key person is working with other children in a different room. Staff do not have a consistent knowledge of what they want children to learn. This means that some experiences do not meet children's needs. In contrast, children with special educational needs and/or disabilities (SEND) are supported very well. Staff seek professional advice from speech therapists and use targeted plans to help them to make progress. Older children enjoy exploring activities and show a preference for learning outdoors. They read stories and play imaginatively, asking staff to join in their 'show'.

The nursery opened after the COVID-19 pandemic restrictions eased and the manager reports there has been minimal impact on children here. Staff continue to offer flexible settling-in sessions and parents are welcome inside the nursery. This helps staff to build positive relationships and gather detailed information to help them to meet children's individual care needs. Children show an awareness of the behavioural boundaries and expectations. Staff gently remind children to have 'safe hands' and help them to develop good social skills. Older children show high levels of confidence in their own ability and can work together during activities.

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

- The quality of education is variable. For example, staff use complex language and instructions when talking to toddlers. This prevents children from repeating key words to build foundations for their communication development. However, children continue to show an interest in a painting activity and copy the actions which staff model to make prints.
- Staff who work with older children do not consistently extend their mathematical learning. For example, when children begin to use mathematical language to describe the size of their fruit, staff move them on to ask what it feels like instead. On occasion, staff plan activities which do not match their intended outcome. For example, they provide older children with fruit to chop and link this to developing their emotional skills.
- In contrast, babies show enjoyment as they explore the sensory resources in the tuff tray. Staff model clear words to them and respond to their emerging interests, such as stories. During outdoor play, staff teach older children new words, such as 'microphone' and 'audience', which they begin use in context in their play. Overall, children enjoy activities and are keen to join in. They show good levels of concentration once staff capture their attention.
- The provision for children with SEND is good. The deputy manager works hard to assess children and share this information between parents and other agencies who work with children. He provides support to staff to help them work

towards children's specific targets. This helps children with SEND to make good progress in relation to their starting points in learning.

- Overall, partnerships with parents are positive and they are happy with the care which their children receive. They say that their children are well cared for and have fun. However, although the nursery uses online methods of communication, some parents do not get regular updates about their children's learning and development.
- The majority of staff are new to the setting as the nursery recently opened. Despite this, they are a close team and show enthusiasm to develop. The manager has started to provide staff with one-to-one supervision meetings and identify areas for their development. She is skilled in providing honest, accurate feedback, which helps staff to improve.
- Children benefit from plenty of opportunities to develop their physical skills, independence and understand safety. Staff teach them the importance of wearing sun hats and cream. They thoroughly enjoy being outdoors and use resources independently. Staff provide healthy snacks and meals, which children enjoy together around the table. Older children talk to each other at lunchtime about 'keeping hydrated'.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe in the nursery. The manager provides staff with clear policies and procedures to follow if they have concerns about children's welfare. Staff have a robust knowledge of potential signs of abuse and neglect. They are aware of a range of safeguarding issues, such as county lines and exploitation. The manager uses safer recruitment procedures to help ensure that staff are suitable to work with children. For example, she monitors their ongoing suitability using the update service for their Disclosure and Barring Service checks. Staff complete regular checks on areas used by children. This helps to keep them safe and manage risks effectively.

What does the setting need to do to improve?

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

	Due date
ensure that young children have a consistent key person, to enable them to build settled relationships and make sure that learning opportunities are matched to meet their needs	10/09/2022

improve staff's teaching to ensure that young children build strong foundations for future learning	10/10/2022
develop planned experiences, so that the intended outcomes for older children are clear and consistently challenging.	10/10/2022

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

- enhance staff's understanding of how to extend older children's mathematical development during their play
- consider further ways to inform parents regularly about their children's learning and development, so that they can be fully involved.

Setting details

Unique reference number	2670341
Local authority	North Yorkshire
Inspection number	10247327
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	52
Number of children on roll	20
Name of registered person	NLMS Day Nurseries LTD
Registered person unique reference number	2670342
Telephone number	07891530052
Date of previous inspection	Not applicable

Information about this early years setting

Banana Moon Day Nursery Escrick registered in 2022. The nursery employs six members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3, including the manager. The nursery opens all year round from 7.30am until 6.30pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector, outdoors during a planned activity.
- The inspector held a discussion with the manager and a representative from the company's head office, in relation to the leadership and management of the nursery. She looked at relevant documentation such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents and obtained feedback for the inspection.

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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