

Inspection of Banana Moon Day Nursery Altrincham

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

Inspection date:

6 October 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children demonstrate that they feel happy, safe and secure. They are warmly greeted by staff and quickly settle into their chosen activities. Staff know the children well and plan activities that reflect their interests. The manager is clear about what children need to learn and why. Furthermore, staff understand the learning intentions behind each activity. However, this knowledge does not always transfer into practice, and the quality of teaching is variable. Staff working with older children overlook opportunities to challenge children's thinking and understanding. That said, children are becoming independent learners. For example, babies move around their environment with increasing confidence as they explore and investigate how things work.

Children behave well for their age. Staff provide children with clear and consistent reminders so that they learn right from wrong and what is expected of them. Staff continue to support children with their social skills as they encourage them to share resources and to take turns. Explanations about unwanted behaviour are given, which further aids children's understanding. Older children engage in cooperative play. For example, they work together to operate wheeled toys as they manoeuvre around tracks in the outdoor area.

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

- The manager has taken appropriate steps to address weaknesses raised at the last inspection. For example, staff have attended training around supporting children's literacy and mathematical development. The recent recruitment of a dedicated nursery lead helps to ensure staff receive targeted support and that their practice is monitored. However, there are still inconsistencies in the curriculum, particularly for older children. This is because staff do not always confidently embrace opportunities to challenge children in their learning. Occasionally, some of the activities delivered are not age-appropriate and the quality of education is inconsistent.
- Overall, staff support children's emerging language skills well. Staff working with young children model back-and-forth interactions and use lots of narration, labelling and repetition. Staff working with older children introduce new vocabulary and sing many songs and rhymes with the children. However, occasionally, staff ask too many questions in quick succession. Children are not always given time to hear, think and respond before the next question is asked.
- Children are developing their self-care skills through a range of opportunities. For example, at mealtimes, children are encouraged to serve themselves and tidy away their plates and cutlery when they have finished. However, mealtime routines are not organised effectively. Children are grouped together in very small areas to eat, despite there being ample space available in their playrooms.

Staff do not always ensure that children have appropriate cutlery for their age and stage of development. Staff and children continually get up and down from their seats, which distracts from the learning opportunities available and does not create a calm and social experience for children to enjoy.

- Staff do not fully promote children's well-being as they do not consistently implement robust hygiene procedures. For example, children are able to drink from the same cups. At snack time, children are not provided with appropriate tools and instead use their hands to help themselves to a selection of prepared fruit and vegetables. Furthermore, staff do not always wash their hands after helping children to blow their nose. There are also inconsistencies in nappy changing routines as not all staff wipe down changing mats and wear appropriate aprons when changing children.
- Children are learning how to keep themselves safe. For example, as children use the stairs, staff sing a song to remind them to hold on to the banister so that they do not fall. When children are playing outside, staff complete detailed checks to ensure that external gates are shut and locked accordingly. This helps to keep children safe. However, some staff do not robustly implement the nursery's own arrangements for the swift recording and reporting of accidents and assessing any injuries.
- Parents' comments are very positive. Parents appreciate the care and attention their children receive, and they feel well informed about their child's learning. They describe the staff team as 'approachable', 'friendly' and 'amazing'.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role and responsibility in protecting children from harm. They describe the possible signs and symptoms that may indicate a child is at risk of harm. Staff understand a wide range of safeguarding, such as children being drawn into extremist views. Staff describe the procedure to follow if they have concerns about a child's welfare or the practice of a colleague. They attend regular training to ensure their knowledge remains up to date and safeguarding is discussed at staff meetings. Appropriate checks are completed to ensure that children are able to play in a safe environment.

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 staff adhere to the setting's hygiene procedures, particularly in relation to nappy changing arrangements	21/10/2022

ensure all staff consistently implement the nursery's stringent policy for assessing any injuries to children and the reporting and recording of accidents.	21/10/2022
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To further improve the quality of the early years provision, the provider should:

- improve the quality of staff interactions with children to help them challenge and extend children's learning more effectively
- help staff to develop the consistent use of questioning techniques so that children have sufficient time to think, respond and share their ideas
- refine the organisation of mealtimes, in order to create a calm environment where children can benefit from the learning opportunities available.

Setting details

Unique reference number	EY487990
Local authority	Trafford
Inspection number	10218581
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	80
Number of children on roll	46
Name of registered person	Educ8me (UK) Limited
Registered person unique reference number	RP534503
Telephone number	01619240119
Date of previous inspection	13 December 2021

Information about this early years setting

Banana Moon Day Nursery Altrincham registered in 2015. The nursery employs 12 members of childcare staff. Of these, four hold qualifications at level 3 and four members of staff hold qualifications at level 2. One member of staff holds qualified teacher status. 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.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- The inspector discussed any continued impact of the pandemic with leaders and has taken that into account in her evaluation of the setting.
- The manager and the inspector completed a learning walk to understand how the curriculum is organised.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- The inspector held discussions with the manager, staff, children and parents at appropriate times during the inspection.
- Relevant documentation was viewed by the inspector, including evidence of the suitability of staff and first aid-qualifications.

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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