

Inspection of Banana Moon Day Nursery

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

Inspection date:

26 April 2023

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

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of education and practice is variable. For example, staff are unclear about how to effectively support children's early literacy skills. Staff do not accurately pronounce the sounds that letters represent when modelling this to children. This does not support children to make the best possible progress. However, children enjoy taking part in some of the activities that staff provide at this nursery. Older children use magnets and predict which objects they will stick to. Babies reach into the 'singing bag'. They cheer as they find a spider. As staff sing 'Incy Wincy Spider' they join in with the actions.

Despite the weaknesses, children form strong bonds with the caring staff. Staff gently rock babies as they sing to them. They point to their facial features and name them. Children beam as staff faces reappear during a game of 'Peepo'. Children show that they feel safe and secure in the care of the staff.

Children use manners throughout the day. They play cooperatively together as they create a 'den' with materials. However, staff do not consistently support children's understanding of behavioural expectations. Staff do not always understand how the poor organisation of activities impacts on children's behaviour and engagement. For example, staff remind children about their expectations for sitting during an activity, but do not recognise that the children are unable to see the activity if they follow this instruction. This causes children to be unclear about staff's expectations.

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

- The owner and new manager have a clear vision and plans in place for the continuous improvement of the nursery. These plans are starting to have an impact, meaning that staff morale is high and staff feel supported in their roles. However, the feedback staff receive about their performance is not targeted enough to help to improve their knowledge and skills further. This leads to weaknesses in teaching.
- Staff know children well. They check if children are making progress in their learning and identify when children may need some extra help to support their development. Leaders maintain good links with other professionals who support them to develop individual plans for children. However, leaders do not ensure that staff then consistently use these strategies to support the children.
- Overall, children show an interest in books. Babies snuggle up together and enjoy exploring stories. Staff encourage younger children to touch textured books as they name what they can see on the pages. However, staff do not organise group times as well as they could. For example, children find it difficult to concentrate when staff read aloud to them due to the noise levels and group

size. Consequently, children lose interest. This does not build on children's interest in stories or to develop positive attitudes to learning.

- The nursery has clear policies and procedures in place. However, leaders do not ensure that staff are clear about their roles and responsibilities in implementing these procedures consistently. Leaders place a clear focus on promoting children's health. They provide healthy meals, drinks and snacks. However, some staff do not act as good role models and drink juice in front of children. Furthermore, not all staff wash their hands after wiping children's noses. This means that children's well-being is not always fully supported.
- Older children enjoy observing how caterpillars go through different stages and emerge as butterflies. Children recall seeing the cocoon and talk about butterflies enjoying eating the apples that they have fed to them. Staff remind children to be careful as they release the butterflies into the world. Children giggle as butterflies fly out of the net and discuss how they might be feeling. These experiences help to develop children's understanding of how to care for living things.
- Staff support children to be independent. Children confidently dress up as their favourite superhero. At mealtimes, older children serve their own food. They remember to wash their hands and show staff how clean they are. These opportunities support children's physical skills and self-assurance.
- Staff provide opportunities for children to learn about early mathematical concepts. For example, older children are encouraged to count their friends. As baby room staff button up coats, staff count the buttons. Children recall their knowledge of number and quantity in their play. As they draw pictures of themselves, they remind staff that they need to draw two eyes.
- Parents speak highly of the nursery and state that children have formed 'loving bonds' with staff. They report that their children enjoy attending and are happy and well cared for. Parents feel well informed about their children's development through daily discussions and through updates on the dedicated app. Parents say that their children have made progress in their learning since starting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure safeguarding knowledge. They know the signs that may indicate that a child is at risk of abuse or harm. Staff understand the action to take in the event of them having concerns about the suitability of staff. All staff have been through a robust recruitment process to ensure their suitability to work with children. Leaders are committed to multi-agency working, should families need this support. Staff remind children how to keep safe. For example, they talk about the tripping risks when their shoe laces are not tied.

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 staff coaching and monitoring is tailored to improve staff's practice, so that they can provide all children with consistently good teaching	24/05/2023
ensure that all staff fully understand their roles and responsibilities to implement the setting's policies and procedures, particularly those that support children's well-being.	24/05/2023

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

- strengthen the organisation of activities to help all children remain focused and engaged in their learning
- build on staff's knowledge of the curriculum intent and of individual strategies to be used to support children to make better progress.

Setting details

Unique reference number	EY487225
Local authority	Tameside
Inspection number	10284557
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	69
Number of children on roll	120
Name of registered person	Pretty Steps Day Nursery Ltd
Registered person unique reference number	RP902744
Telephone number	0161 413 6400
Date of previous inspection	20 October 2021

Information about this early years setting

Banana Moon Day Nursery registered in 2015 and is located in Hyde, Tameside. The nursery employs 18 members of childcare staff. Of these, 15 hold an appropriate early years qualification at level 2 or above. The nursery opens Monday to Friday, all year round, except bank holidays and one week at Christmas. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Weston

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the nursery with the inspector.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff working at the nursery.

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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