

Banana Moon Newton Heath



Banana Moon, 929 Oldham Road, MANCHESTER, M40 2EB

Inspection date	18 April 2016
Previous inspection date	28 July 2015

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
Effectiveness of the 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

- Since the last inspection the new management team has acted swiftly to implement the required changes and has proactively secured improvements to the quality of the early years provision.
- Managers monitor staff closely. They observe and support them in their role by offering frequent coaching, mentoring and supervision opportunities. This has had a positive impact on the quality of teaching and learning.
- Staff observe children as they play and use their assessments and knowledge of children's interests to plan a range of interesting learning opportunities.
- Staff track children's progress, which enables them to identify any gaps in their learning. They put plans into place to help ensure children make good progress from their starting points.
- Children are confident, settled and have high self-esteem and staff provide a warm and nurturing environment.

It is not yet outstanding because:

- Some staff do not effectively encourage children to think critically and solve problems for themselves as they play and learn.
- Opportunities to celebrate children's wide range of cultural backgrounds and to further expand their knowledge and understanding of a variety of diverse cultures within the world around them have not been fully explored.

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What the setting needs to do to improve further

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

- consistently recognise and extend opportunities for children to think critically and solve problems for themselves as they play
- strengthen opportunities for children to experience a wide range of opportunities and experiences which celebrate and raise their awareness of diversity within the local community and wider world.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can recognise the signs and symptoms of abuse and know who to contact should they have concerns about a child's welfare. Staff check the environment for risk on a daily basis and take appropriate steps, in order to minimise the risk of harm to children. Leaders regularly evaluate the quality of their provision, seeking the views of staff, parents and children. The new management team is committed to offering children and their families the best early years provision. They have taken decisive action to ensure all staff feel well supported in their role. Children's assessments are monitored on a regular basis. This ensures judgements made about children's progress are accurate and that any support individual children may require is secured to meet their needs. Good partnerships with other agencies and professionals help the manager in her drive for further quality improvements.

Quality of teaching, learning and assessment is good

Staff provide a range of exciting and stimulating activities in the well-resourced indoor environment. The newly developed garden area provides a range of challenging opportunities which supports all children in developing their physical skills. Overall, staff talk to children as they play and ask questions in order to extend their learning further. For example, effective questioning as children planted flowers encouraged them to describe the similarities and differences between the flowers. Staff teach mathematics through everyday activities. One example of this is, children are encouraged to recognise shape and count as they enjoy baking bread. Staff inform parents of their child's progress on a regular basis. They support parents to contribute to their child's learning at home. Parents make good use of the story bag loan scheme to support literacy development at home.

Personal development, behaviour and welfare are good

Children enjoy their time at nursery and are effectively supported by staff to become independent. Staff know children well. Children are encouraged to do things for themselves where appropriate. For example, babies are encouraged to feed themselves using spoons. Older children help to pour drinks and clear their plates away after eating. Staff are consistent in their approach to managing children's behaviour. They offer explanations as to why some behaviours are not appropriate. This helps children to manage their own behaviour. Children are taught the importance of a healthy lifestyle and are introduced to a wide range of healthy meals and snacks. If children become upset, staff quickly respond and offer comfort and cuddles. This boosts children's well-being and they quickly resume their play.

Outcomes for children are good

Children are confident and curious. They are active learners who are not afraid to try new things and ask questions. Children have a go, try new things and persevere at tasks and staff praise children when these qualities are observed. Children make good progress from their starting points and are effectively prepared for the next steps in their learning and development, including their eventual move to school.

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Setting details

Unique reference number	EY476208
Local authority	Manchester
Inspection number	1023876
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	69
Number of children on roll	57
Name of provider	Kidszone Manchester Ltd
Date of previous inspection	28 July 2015
Telephone number	01616299144

Banana Moon Newton Heath was registered in 2014. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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Bubbly Bear

27 Lomond Road, Manchester, M22 5JA



Inspection date	12 May 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the 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

- Outcomes for children attending the nursery are good. This is because staff are well qualified and teach children a wide range of skills which prepare them in readiness for school.
- Staff have formed close relationships with the children they care for. They know children's individual needs very well which supports children to feel safe and secure in the nursery.
- Staff are good role models to children. They teach the children about mutual respect and tolerance which helps to support children's personal, social and emotional development.
- Staff work closely with other settings which children in their care attend. This helps to ensure there is a joint approach to children's care and learning.

It is not yet outstanding because:

- There is room for the nursery to create additional opportunities for parents to be involved in their children's learning.
- There is scope to provide additional opportunities for children to develop their physical skills.

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What the setting needs to do to improve further

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

- provide additional opportunities for parents to contribute to their children's learning at home
- provide additional opportunities for children to develop their physical skills such as climbing.

Inspection activities

- The inspector carried out a joint observation with the manager of a water activity.
- The inspector spent time observing children's learning in each of the playrooms and the outdoor area.
- The inspector spoke with children, staff and parents to obtain their views on the nursery.
- The inspector looked at a wide range of documentation including children's planning and assessments.

Inspector

Sarah Dimsdale

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff implement safeguarding policies and procedures well which helps to keep children safe from harm. Staff are well qualified and attend regular training. This has impacted positively on the quality of teaching for young children. When leaders and managers evaluate the quality of the care and education at the nursery, the views of parents, children and staff are sought. This helps to ensure that improvements are well focused. Leaders and managers have a good understanding of the Statutory Framework for the Early Years Foundation Stage and as a result, curriculum planning meets children's individual needs very well.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of the curriculum and the quality of teaching is good. Staff support children to learn communication and language skills, physical, personal, social and emotional skills. This helps children to be well prepared in readiness for school. Staff assess children's progress when they first start at the nursery and at regular intervals throughout the year. This helps them to plan clear next steps for the children so that activities are exciting and challenging. Parents contribute to children's learning by providing information about their children's starting points when they first start at the nursery. However, there is scope to provide greater opportunities for parents to contribute to their children's ongoing learning. Children are provided with good opportunities to learn about people and communities through a wide range of resources and activities. This helps them to learn about the wider world.

Personal development, behaviour and welfare are good

The nursery is exciting and welcoming which means that children are keen to attend. Resources are age appropriate and stimulating and staff use them well to support activities. Children enjoy the regular access to the outdoor area. However, there is room to provide greater opportunities for children to develop their physical skills such as climbing. All children are assigned a key person which helps children to form secure attachments with staff. Staff are responsive to the children and children have positive relationships with each other. Children's behaviour is managed well because there is a clear behaviour management policy in place which staff work towards. This helps children to feel safe. Children are developing their independence skills through routine tasks such as setting the table at mealtimes and putting on their own coats for outdoor play. Children have a wide range of healthy snacks and meals which helps to promote the importance of healthy lifestyles.

Outcomes for children are good

Leaders and managers monitor the individual progress that children are making. This means that if children are falling behind in their development it is identified early and appropriate support is sought. The manager regularly monitors groups of children's progress which shows that children are particularly developing well in mathematics and communication. The nursery has developed positive relationships with external agencies.

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Outcomes for children are good. Children's assessments show that children are working at the level expected for their age range and some beyond.

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Setting details

Unique reference number	EY497468
Local authority	Manchester
Inspection number	1042481
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	40
Number of children on roll	17
Name of provider	Bubbly Bear Ltd
Date of previous inspection	Not applicable
Telephone number	01619718966

Bubbly Bear Ltd. was reregistered in 2015 and It is situated in the Gatley area of Manchester. The nursery employs six members of childcare staff. All hold appropriate early years qualifications or are working toward one. The nursery opens Monday to Friday all year round. Sessions are from 7.00am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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Clever Clowns Day Nursery



The Former Eagle Public House, Greenbrow Road, Manchester, Lancashire, M23 2UH

Inspection date	11 April 2016
Previous inspection date	10 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 dedicated and enthusiastic manager is committed to providing children and their families with the best possible early years provision. Staff develop highly effective relationships with outside agencies to ensure that all children's needs are very well met.
- The manager and her team regularly reflect on the quality of the provision, taking into account the views of parents and children who attend the setting. This helps the manager and staff to plan further improvements in their continual drive for the highest quality provision.
- Staff know children well and understand their different needs. They use their knowledge of children's progress well, to carefully plan appropriate next steps in their learning and development.
- Staff consistently use a range of positive strategies when supporting children to manage their feelings and behaviour. Children are taught to understand which behaviours are not appropriate and are aware of staff's high expectations.
- The key-person system is highly effective. Staff build strong relationships with parents and offer suggestions as to how parents may continue to support their child's learning and development at home.

It is not yet outstanding because:

- Occasionally, some staff miss opportunities to extend children's learning and encourage children to solve their own problems.
- Opportunities for children to learn about cultural diversity within their community and in the wider world are not fully embraced.

Inspection report: Clever Clowns Day Nursery, 11 April 2016

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What the setting needs to do to improve further

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

- ensure all staff make the most of opportunities to extend children's learning and encourage them to solve their own problems as they play
- strengthen children's understanding of diversity within the local community and the wider world.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the signs of potential abuse and know who to contact should they have concerns about a child's welfare. Children's safety is of paramount importance. Staff complete daily checks of the environment to ensure that it remains safe for children. Staff are well supported in their role. The manager provides regular supervision opportunities in order to discuss staff roles and children's progress. The manager and staff carefully monitor the progress of all children. They identify any gaps in children's learning and quickly implement plans to ensure children receive any additional support required. This helps to ensure all children make good progress. Recent in-house training has helped staff develop key strategies to support children with special educational needs. The manager has made effective use of additional funding to meet the needs of individual children.

Quality of teaching, learning and assessment is good

Staff use their observations and assessments of children's progress to plan a wide range of exciting activities, both indoors and outdoors. Staff follow children's interests and talk to them about what they are doing as they play. Most staff are skilled in identifying the learning potential of children's self-chosen activities and ask questions to further challenge children's thinking. Children learn to count and understand number as staff help them to build number lines outdoors. Staff effectively support children to develop their communication, physical and social skills. Babies delight in exploring a range of sparkly objects in treasure baskets as staff introduce new words to describe them. This is one example of how they effectively extend children's developing vocabulary. Parents are encouraged to contribute to their child's learning and development from the start. Staff value parent contributions and regularly update parents on children's progress.

Personal development, behaviour and welfare are good

Children form close and trusting bonds with their key person. Staff provide a warm and welcoming environment. Children choose from a wide range of stimulating resources to support their play. Children care for each other and play very well together. They are understanding of each other's needs. Staff encourage children to share and take turns as they build their friendships. For example, children gently take turns and are respectful of each other when handling chicks outdoors. Staff are aware of the importance of healthy lifestyles. They provide a range of healthy meals and snacks. Children have daily opportunities to be physically active in the garden area, where they are encouraged to manage their own risk as they climb and use the wide range of equipment available.

Outcomes for children are good

Children are curious and active learners. They enjoy trying new experiences and are motivated in their learning. All children make good progress from their starting points. Children are well prepared for the next steps in their learning and development and eventual move to school.

Inspection report: Clever Clowns Day Nursery, 11 April 2016

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Setting details

Unique reference number	EY439883
Local authority	Manchester
Inspection number	1042091
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	50
Number of children on roll	71
Name of provider	Sharon Marie Makin
Date of previous inspection	10 May 2012
Telephone number	0161 998 1083

Clever Clowns Day Nursery was registered in 2012. The nursery employs 12 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs.

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Kiddiwinks Day Nursery

397 Wilmslow Road, Manchester, M20 4WA



Inspection date	6 April 2016
Previous inspection date	4 November 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Some toys and resources provided for the older children are not appealing because they have missing pieces, are broken or insufficient in quantity. As a result, these toys and resources do not ignite children's interest or give them sufficient opportunity to practise and enhance their skills.
- Children are given too few opportunities to develop their understanding of technology and how it can be used for particular purposes.
- Although the manager and staff carry out regular observations and assessments of individual children, they do not monitor the progress of different groups of children, such as funded two-year-olds or children born in the summer months.

It has the following strengths

- Leaders and managers have addressed all actions raised at their previous inspection. However, they fully acknowledge through their self-evaluation that further improvements are still required to ensure good outcomes for children.
- All staff have undertaken training in supporting children's language, communication and speaking skills. Consequently, children are confident communicators and they are developing a wide vocabulary, supported by staff who model correct language.
- The manager has introduced an attendance policy, which is shared with parents and as a result, children's attendance has significantly improved.
- Children are settled and secure because they are cared for by staff who are kind and nurturing in their approach.

Inspection report: Kiddiwinks Day Nursery, 6 April 2016

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What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure that children have sufficient opportunities to develop an understanding of the world, for example by providing activities and experiences that help them to develop a greater awareness of technology	20/04/2016
■ stimulate children's curiosity and enthusiasm for learning by ensuring that the toys and resources provided for older children are in good condition and fit for purpose.	20/04/2016

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

- build on the current observation and assessment procedures, for example by analysing the progress and attainment made by different groups of children, and use this information to further support the learning experiences for all children.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector looked at children's assessment records and planning documents.
- The inspector held a meeting with the manager to discuss the improvements made since the last inspection.
- The inspector took account of parents' views of the nursery.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at a range of documents, including accident and medication records.

Inspector
Patricia Graham

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has worked with staff to improve the quality of teaching and this has had a positive impact on children's learning. The manager monitors the performance of staff and provides meaningful feedback to help them improve their practice. For example, she raises staff's expectations about what children can do by suggesting how activities can be further developed. Funding from the Early Years Pupil Premium has been used to support children's communication and language skills and all staff are supported in their professional development. Despite improvements being made, the provider has failed to recognise gaps in the educational programme. She has not considered the benefits of monitoring different groups of children to identify whether targeted support is needed. The provider has a good awareness of the safeguarding requirements. All staff working with children are suitable to do so and they have a clear understanding of child protection procedures. Furthermore, all the required documents, including consent to administer medication are in place. As a result, safeguarding is effective.

Quality of teaching, learning and assessment requires improvement

Staff provide some interesting activities for children, which sustain their interest. For example, staff provide babies and toddlers with many sensory resources, which enable them to explore different textures as part of their learning and development. However, some toys and resources provided for older children are in poor condition, which has a negative impact on their learning. For example, as children complete jigsaw puzzles they do not achieve a sense of accomplishment because some of the puzzles have missing pieces. Children do not use the designated sand area because there is too little sand. Staff observe and assess individual children's progress and they work in partnership with parents to extend children's learning at home.

Personal development, behaviour and welfare require improvement

Children benefit from fresh air and exercise as they play in the well-resourced outdoor play area. They play cooperatively with each other, and they are developing an awareness of acceptable behaviour. However, older children are not always provided with sufficient challenge due to lack of resources, which causes frustration and results in some boisterous behaviour.

Outcomes for children require improvement

Recent improvements in the quality of teaching have enabled children to make better progress than previously, most notably in their communication and language development. Staff allow time for children to think before they answer questions, and most activities are planned with a purpose. Staff have created an environment where language is promoted and all children, including children who speak English as an additional language, are developing a wide vocabulary. However, children do not have many opportunities to develop their skills in technology because insufficient attention is placed on this aspect of learning. Staff work in partnership with the local schools, which adequately prepares children for their next stage of learning.

Setting details

Unique reference number	500114
Local authority	Manchester
Inspection number	1037787
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	52
Number of children on roll	36
Name of provider	Helen Malik
Date of previous inspection	4 November 2015
Telephone number	0161 256 2227

Kiddiwinks Day Nursery was registered in 1995 and is situated in the Withington area of Manchester. The nursery employs eight members of childcare staff, of whom seven hold an appropriate early years qualification at level three. The nursery also employs two cooks. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children, and also receives the Early Years Pupil Premium.

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