



Childcare Inspection Report on

Banana Moon Day Nursery Bridgend

**Unit A, The Triangle
Brackla
Bridgend
CF31 2LL**



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Description of the service

Banana Moon is registered to provide full day care for up to 59 children between the ages of 3 months to 10 years. The service is provided by Windmills and Wellies Limited and Angela Minton is the responsible individual on behalf of the organisation. Ruth Couch is the person in charge. It operates from 7.30am to 6.30pm Monday to Friday. They offer wrap around care for pupils attending the local primary school. The main language of the service is English.

Summary of our findings

1. Overall assessment

Children follow their own interests and are confident that their voices will be heard. They are given free choice and show enjoyment in their play and learning. Overall, staff ensure that children are kept safe and healthy. They are aware of individual children's needs and can adapt to support the children in their care. Staff encourage the children's play, learning and development and give some opportunities to develop independence. The nursery is a modern, light and clean service which provides ample space; both indoor and outdoor, for children to explore and enjoy. Leadership works effectively to ensure the service is consistent in their routines and develops strong partnerships with parents and community groups. However, some improvements are needed.

2. Improvements

During the course of the inspection, the provider has:

- Provided a heating test certificate;
- completed a risk assessment of the water logged outdoor area and
- provided an updated copy of the service's statement of purpose;

3. Requirements and recommendations

Some recommendations have been made at the back of this report.

1. Well-being

Summary

Children make positive choices and decisions about what they do at the service. They interact confidently and are well behaved. Children are comfortable and relaxed at the service and approach the staff with ease. They show interest and excitement in the activities and are developing well.

Our findings

1.1 To what extent do children have a voice?

Children express their views and know that they will be listened to.

We found that children made many decisions at the service. For example we saw the children choose which activities to take part in after snacks such as painting, role play/dressing up or to play outdoors. We also heard children chose which song to sing at circle time. During snack time, we saw a baby shake their head to indicate that they did not want any more food, staff acted upon their non-verbal communication. Children were confident that their voice would be listened to. For example, we saw children who did not want to join in with activities follow their own interests or watched the singing from afar. Children moved confidently from one play area to another.

Children have a very good voice.

1.2 To what extent do children feel safe, happy and valued?

Children are settled, relaxed and have positive relationships. They move around freely and choose activities with confidence.

Children arrived happily and we saw that they immediately went to play. Some children confidently waved to us and said 'hello'. Children had formed good relationships with the staff and they were relaxed and comfortable in their company. We saw children receiving praise from staff with 'high fives'. They confidently approached staff for cuddles, for support when needed and to ask to go outside. Children were familiar with the daily routine and sat at the table when staff informed them it was lunch time. They showed interest and enjoyment in their play and went to the different storage boxes to get additional toys. One child told us they enjoy painting and drawing told us, "*staff are nice*".

Children are secure and happy at the service.

1.3 How well do children interact?

Children show positive relationships with staff and other children. They work co-operatively and are learning to share and take turns.

We saw that children were well behaved. We saw children playing together, taking turns and sharing. For example, we saw a child share an apple with a staff member, we also saw children wait their turn for the painting activities and play alongside each other outdoors. During outdoor play, we saw one child help staff to wipe down the slide. We saw children spontaneously cuddle each other and being considerate to one another. Older children helped staff to pull out the outdoor resources and played nicely with the younger children.

During meal times, children sat nicely at the tables and chatted to each other and staff in a sociable and friendly manner. We heard children use good manners.

Children interact successfully and are developing strong relationships.

1.4 To what extent do children enjoy their play and learning?

Children enjoy organised and free play activities and are interested and motivated in their play and learning.

Children became animated and excited when their local Police Community Support Officer (PCSO) arrived to read their story. Children were eager to finish their snack so that they could quietly sit on the mat so that the PCSO could begin. All the children were fully engaged in the different play activities on offer indoors and outdoors, they moved confidently from one play area to another. We heard lots of giggling and laughing as the children joined in with song time or messy play on the large piece of paper. One child was particularly excited about painting and enthusiastically said, "I like red".

Children show enthusiasm and enjoyment in their play and learning.

1.5 How well do children develop, learn and become independent?

Children are able to choose from a range of experiences and activities which promote their all round development.

We heard children use the Welsh language, they repeated words, counted numbers and sang songs. We saw children complete an education activity on the large screen, identifying and singing the alphabet, whilst also using sign language. They completed physical activities during outdoor play and took part in a song and movement session. We heard a child tell staff about the items she had independently built using the wooden blocks, whilst another child independently gave out the cups at meal time and identified each child by their name. Overall, children had opportunities to develop their self-help skills, some children independently put their own coats on to go outdoors and many children visited the toilets and washed their hands but staff were on hand to offer assistance if necessary. Older children ate independently.

Children develop their all-round skills well.

2. Care and Development

Summary

Staff have warm and caring relationships with the children. They know the children relatively well and overall meet their individual needs. They mainly keep children safe and healthy and promote the children's all round development. However, there are some areas for improvement.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff mainly promote children's health and safety well. They offer healthy meals and promote healthy lifestyles. However, there is a need to make some improvement to practices.

Staff were aware of their duties and responsibilities in relation to safeguarding and knew who to report any concerns to. Leaders also ensured that no mobile phones were taken into the playrooms and staff mobile phones were stored in the office during working hours. Staff were vigilant in supervising the children and were heard giving safety messages. For example, they reminded the children not to climb on the chairs and to sit properly on them. We observed most staff practising good hygiene procedures, they wiped tables before snacks, wore appropriate clothing during nappy change tasks and to serve meals and ensured that children washed their hands before snacks. However, we saw staff place babies feeding bowls directly onto the floor at meal time and staff had not given older children appropriate cutlery to eat their lunch. We also saw a staff member check the temperature of the food on their wrist. The cook prepared fresh snacks and meals daily and staff knew about the children's dietary needs, allergies and preferences because relevant information was recorded and a colour coded system was used to identify these needs to staff. Staff followed a cleaning rota to ensure toys, furniture and resources were clean and hygienic.

Staff mainly keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are good role models, they manage interactions well and promote positive behaviour.

We saw staff engage with children, chat to them respectfully using age appropriate language and offered plenty of eye contact. We heard them praise children for their efforts, achievements and good behaviour. We heard 'well done', 'high five', 'good boy/girl', "good job for sharing" and "good waiting". They listened to the children or watched their expressions and body language closely and gave them plenty of time to express themselves or finish activities or eat their snacks. For example, we saw a staff member kneel down and comfort a child who appeared upset, we heard her say, "you ready to sleep?" and cuddled the child. Children's behaviour was good, we did not see any incidents of unwanted behaviour. Staff shared their behaviour management methods with us.

Staff manage children's interactions successfully.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

Staff know the individual needs of the children in their care. They plan activities to promote children's development and sufficiently promote their independence.

Staff joined in with children's play and learning, we heard them sing songs in Welsh and English. We heard staff enhance children's play and learning. For example, whilst children played with building blocks, we heard them ask "What colour is that, can you tell me any other colours?" and during the singing session, "What does a cow do?" We heard children reply, "moo" whilst singing Old McDonald. We saw staff encourage children to take part in messy play, exploring the texture of paint, sprinkling glitter and squishing and spreading foam. We heard staff promote the Welsh language, counting numbers and identifying colours. Staff encouraged some children to do some things for themselves, such as wash and dry hands, visit the toilet, and collect their coats. However, we saw that some staff did not always encourage some children's independence such as to try to put their own coats on. Staff worked well as a team and they communicated successfully to meet children needs, such as nappy changes, sleep routine and cleaning tasks. We found that staff knew the children well and responded promptly to their needs and preferences. For example they recognised signs when some of the children were starting to get tired and they knew their preferred sleeping arrangements. Each child had a keyworker and they maintained their daily records. Parents told us that their children were developing very well.

Overall, staff successfully promote children's all round development.

3. Environment

Summary

Overall, leaders ensure that the premises are safe and secure and all staff are aware of health and safety requirements. Premises are clean and well maintained and the colourful and educational displays and child sized furniture create a welcoming and comfortable environment. There is a good choice of age appropriate resources and toys available indoors and outdoors.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Overall, leaders ensure that the environment is safe, clean and secure. Leaders identify any risks to children and so far as is possible, eliminate or reduce them, however, there are some areas for improvement.

The entrance to the service was secure from unauthorised access and a biometric security system was in place. Leaders had installed CCTV cameras in each area of the service and also monitored the entrance via the office window. Leaders maintained a record of all visitors. The outdoor areas were secured with gates and fencing. We saw that a gate was padlocked when the service was in operation. Staff immediately unlocked the padlock for ease of exit in the event of an emergency. Following the inspection, the responsible individual told us that they were considering alternative quick release locks for the gate. We saw that one fire exit route was cluttered with items, staff told us that they had pulled items out of storage and that they would be stored away as soon as possible. Leaders had completed and reviewed comprehensive risk assessments for all areas of the premises, for both inside and outdoors. We saw that a section of the outdoor area became water logged, leaders told us that children enjoyed jumping in the water, however, no risk assessment had been completed. Safety equipment, such as gates, was in place where necessary. We saw staff check the outdoor play area and dry equipment prior to children using them. Leaders had achieved a level five hygiene rating from the Food Standards Agency, which is the highest award. Records evidenced that appropriate test certificates had been completed for electrical equipment but the heating test certificate was not available. Leaders told us that the system had been recently tested. Staff carried out regular fire drills to keep children and visitors safe.

Leaders ensure that the environment is effectively safe.

3.2 How well do leaders ensure the suitability of the environment?

Leaders provide suitable premises which are child friendly and stimulating.

The indoor and outdoor play areas were welcoming and provided a stimulating environment for play, learning and development. There was plenty of space and facilities to meet the children's needs, including various play areas for quiet time, circle time, table top play, floor play and messy play in line with the principles of the Foundation Phase. The four rooms were brightly decorated with murals and children's craft work. Each area was well laid out

into different play areas including role play, craft, reading and table top play. Some of the labelling and signage was bilingual. Leaders ensured that there was a good selection of age appropriate resources in each section, all of which were accessible to children. Children also had access to an outdoor area for physical play and fresh air. We heard children decide which play items to take outdoors. Staff told us that during the summer months, the door remains open providing free flow opportunities. The kitchen and staff facilities were out of bounds to the children.

Leaders ensure that the environment is fully suitable for children.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders ensure that children have access to furniture and equipment suitable for their needs.

Resources were easily accessible to children and storage at low level. There was a good range of age and developmentally appropriate resources such as dolls, vehicles, books, role play items, craft items, ball pool, soft play items, educational toys and construction items. We found that children had access to furniture and equipment that were appropriate for their ages and needs. There were plenty of child sized tables, chairs and comfortable furniture, all of which were clean and in good condition. However, we did see that the low level sofas in the older children's room were stained. Leaders and staff told us that all toys, equipment and resources are cleaned regularly. There were resources to promote cultural awareness such as Thai traditional costumes, puppets, small world toys, little people, books and various dolls. Children also celebrated various festivals such as St David's Day, Diwali, St Patricks Day and St Georges Day. A list of world celebrations was displayed. Leaders were currently celebrating World Book Day. The outdoor area contained a selection of play equipment including a climbing frame/slide, mud kitchen, balancing items, large games and sporting equipment, and equipment of the children's choice. Staff told us that they used sign language when necessary and had learned some basic Polish words.

Leaders ensure there is a well organised selection of good quality resources and equipment.

4. Leadership and Management

Summary

Leaders ensure that the service is compliant with the regulations and national minimum standards. Record keeping is organised and up to date. Staff recruitment is robust. There are effective procedures in relation to staff training and management. Leaders act promptly to rectify any issues raised during the inspection. There is strong partnership working.

Our findings

4.1 How effective is leadership?

Leaders comply with the relevant regulations and national minimum standards. They follow a range of policies, procedures and effectively maintain records. However, some improvements are needed.

We found that the service was well run and organised. Leaders had a statement of purpose in place which clearly reflected the service provided, however, it did not fully meet requirements. All aspects of record keeping were of a good standard. Sampled children's records such as contracts, information forms, emergency medical consent, various permissions and accident records were mostly fully completed. However, some records had not been countersigned where necessary. The systems to monitor the development of children were effective. Staff completed development plans, monitored them and updated them when children achieved their goals and targets. A children's attendance register was completed and a staff register was in place. Policies and procedures were in place and had been reviewed. There was valid public liability insurance in place.

Leadership is mostly strong.

4.2 How effective is self-evaluation and planning for improvement?

Leaders have an effective self-evaluation system to evaluate their service. Leaders are keen to obtain feedback and to improve the service provided.

We saw that leaders were effective at self-evaluation and identifying areas for improvement. The service had a self-evaluation system, which included questionnaires for parents, children and staff. Leaders were in the process of drafting their quality of care report and agreed to provide a completed report CIW. We saw that the service worked closely with the franchise and had regular meetings and visits. Leaders had achieved the Bronze Award 2018 for valuing partners (careers wales) and Gold Plus Healthy Snack Award. Leaders had made changes as a result of feedback from the questionnaires such as recipe of the week for parents and cooking bus to include children in cooking activities. They had also made improvements to the information sharing method and now provide a monthly newsletter to parents. Leaders have taken on board suggestions from staff, for example a staff positivity promotion, where staff now vote for employee of the month and the successful member is rewarded with certificate, trophy and voucher. Previous feedback received included, *"good feedback at meet and greet coming in and out of the nursery"*. *"Information sharing is helpful and informative"*. *"Daily activities are good"*.

Leaders have an effective self-evaluation system.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders are organised in the management of the service. They follow a robust recruitment process and promote the development of staff.

Leaders had a robust recruitment process. Staff files sampled contained the required information. Staff supervision and appraisals had taken place and staff told us that they felt well supported, leaders were visible and they had regular opportunities to discuss issues and attend training to support their personal development, such as Mental Health training. Leaders told us that staff access the local sport facility to improve their health and well-being which is subsidised by Banana Moon. Staff were qualified to the required levels and of the 20 staff employed, 18 held valid first aid certificates; 15 had attended child protection training and 18 held a food hygiene certificates. Training records showed that the leaders provided regular training for staff as well as specialised training to meet the needs of individual children, such as Recognising and Preventing FGM training; Wellcom training, Leadership courses, Growth leadership course, Playwork training, outside development training, busy feet course. Some staff had completed sign language training which had benefited many children. Leaders adhered to the staff to child ratio during the inspection.

Leaders manage the service successfully.

4.4 How effective are partnerships?

Leaders work closely with the parents and regularly share information with them. They have very successful links with the local community.

Leaders provided parents with verbal and written information about their child's development. We heard staff and parents share information at collection and drop off time. Parents spoken to gave very positive feedback about the care their child receives and the staff. They told us that they were very happy with the service, the information sharing, how their children were developing and the messy activities. They had no issues to raise but told us that they felt confident to do so should the need arise and that were able to speak to staff as they were very approachable. Leaders worked closely with parents, the policy file was available at reception and regular newsletters and poster were shared keeping parents up to date on the service's events. Partnerships and links with community are strong, the local PSCO visits regularly to read books and teach road safety, as well as Soccer Nova to practise football skills. Leaders hold open evenings, have taken children to visit a care home, local shops, the library and the community centre. The responsible individual told us that a Banana Moon allotment is in the process of being developed at the community centre where children will help grow vegetables and flowers and in the future they will be involved in some forest school activities. Leaders are also involved in fundraising and various events.

Leaders have formed successful partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Recommendations for improvement

We recommended that the provider should:

- Ensure that staff follow good hygiene practises at all times in relation to consistency of practise e.g. wearing gloves; appropriate testing of food temperature and staff to feed children in a way which promotes/supports good hygiene practices;
- further promote children's independence e.g. to try to putting their own coats on, give out the bibs at meals times;
- ensure padlocked gates are unlocked at all times during the operation of service;
- ensure fire exit routes are free from any obstructions at all times;
- ensure that CIW are informed of all future significant events within 28 days of the incident and
- ensure that all records are countersigned where necessary.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

Two inspectors visited the service on 28 February 2019 for approximately seven hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to some children, some parents and the staff;
- provided CIW questionnaires to parents, children and staff and
- provided detailed feedback to the responsible individual and deputy on the 8 March 2019.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Angela Minton
Person in charge	Ruth Couch
Registered maximum number of places	59
Age range of children	Birth to 10 years.
Opening hours	Monday to Friday from 7:30am to 6:30pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	20 October 2016
Dates of this inspection visit(s)	28 February 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people /children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	