



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

# Childcare Inspection Report on

**Banana Moon Day Nursery Bridgend**

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



## **Date of Publication**

**Wednesday, 21 December 2016**

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## **Description of the service**

Banana Moon Day Nursery was registered by the Care and Social Services Inspectorate Wales (CSSIW) in April 2016 to provide sixty two places for children aged 0 to 5 years. The service is provided by Windmills and Wellies Limited and Angela Minton is the responsible individual on behalf of the organisation. Ruth Hicks is the person in charge. It runs from a purpose adapted building in Brackla, Bridgend and is open 51 weeks of the year Monday to Friday from 7.30am to 6.30pm. It offers an after school collection on foot from the primary school nearby.

## **Summary of our findings**

### **1. Overall assessment**

The nursery is modern, spacious, clean and colourful and is well resourced both indoors and outdoors. The staff are experienced and overall their practice meets the needs of the children. The children are content, settled and have positive bonds with the staff who are warm and nurturing. Policies and procedures are in place which promote safe practices, however the safe guarding policy is not suitable and the entrance system poses some risks. Nutritious, healthy food is provided and the outdoor area promotes physical play. The children are achieving good independence skills and have a wide range of play opportunities. The foundation phase is offered and developmental progress is tracked although the records are not always clear. Leaders work well with parents and there are good partnerships with community groups.

### **2. Improvements**

During the inspection we raised concerns about the security of the premises. During the course of the inspection the responsible individual took action to reduce these risks by:

- undertaking a detailed risk assessment of the biometric door entry system to the nursery;
- consulting the fire service in relation to the action she intended to take to increase the security of the premises;
- fitting locks to some of the internal doors in the nursery in line with the fire service's recommendations and
- discontinued the Stay and Play sessions she had been running for parents in the nursery.

## **Requirements and recommendations**

We notified the service that it was not compliant with regulations related to:

- record keeping as some medication forms were not fully completed and signed by parents. The staff register was also not fully complete as staff had not always signed in or out of the premises;
- the arrangements for the protection of children as its safeguarding policy and procedures referred to English legislation and regulations and

We recommended that:

- the leaders review their staff registers to ensure that the staff to child ratios are met at all times;
- registers are completed in ink;

# **1. Well-being**

## **Summary**

Overall children are content and enjoy their play, particularly their outdoor play. They are able to make choices and decisions, however, a very few children, are not able to influence their play. The children behave well and are polite and they have positive, affectionate bonds with the staff. They are settled, know their routine and are developing good independence skills.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Overall children are able to make choices and decisions but occasionally the routine takes precedence over children's choice.

We saw many examples of children having choices and knowing that they would be listened to, for example, outdoors the children chose which activity to take part in from a range which included a wooden climbing structure, sand play, bouncing on hoppers, riding trikes and building blocks. In the toddler's room we saw that a child chose to play with the pretend teapot and cups and moved around offering the cup to the adults. When a child tried to hold the wand of a bottle of bubbles his non verbal cue was responded to and the staff member blew the bubbles. We saw that when children crawled towards the ball pool they were promptly helped to get in it. We observed a child going to the coat pegs and taking out his wellies from his bag; he was helped to put these on and wore them in the nursery. While waiting for their lunch the children sang songs, one child suggested 'twinkle, twinkle' and they all sang it together. When the children came in from outdoors we saw that one child chose to play with the lego and another wanted to paint. The child asked for paper politely but this was not provided and both children then reluctantly joined the other children in a different room.

Most children are listened to but a very few do not have a voice.

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

Children separate successfully from their parents; they are familiar with the routine and have positive attachments to the staff. Overall they are settled and feel safe and valued.

We saw children coming into the nursery with their parents and going to the staff easily with no distress. When the children sought affection from the staff they enjoyed the cuddles they received. They were able to explore their environment and seek support when they needed it for example to get into the ball pool safely. The children were comfortable to approach staff, for example we saw a child sit on a staff member's lap to read a book with her and another child enjoyed the one to one attention he received from a staff member while he completed a puzzle. We saw that some of the children were forming friendships and played

well together. They knew the routine, for example, they readily went to wash their hands and brushed their teeth to a song before lunch.

Overall children have affectionate bonds with the staff and are content and secure.

### **1.3 How well do children interact?**

Children take turns with their play, have good manners and engage in play together.

We saw two children working well together while they walked along the long line of soft play cubes which had been put together to form a line. They took it in turns to walk on the cubes while the other held their hand to help their balance. They then decided to see if they could both walk along it at the same time and when this proved unsuccessful returned to their original format. We saw a child playing for a sustained period of time with a fire engine which had magnetic shapes on it and she gained satisfaction from her play. The children took it in turns to go on the trikes outside and they said please and thank you when they were offered their lunch options.

Children co-operate and are polite.

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

Children concentrate on their play and are pleased with their efforts. They particularly enjoy their outdoor play.

Some children were motivated to experiment together with the soft play while other children were content to play on their own. We saw a child play with a puzzle for a sustained period of time while another child enjoyed putting bean bags into empty wooden cubes. The toddlers happily explored the range of toys in the boxes near them and they liked the structured parachute games. The children thoroughly enjoyed their play outdoors and the photographs we saw also confirmed this. We also saw photographs of children happily engaging in sensory play with various materials. Parents told us that their children "loved it" at the nursery and that the children "seemed very happy".

Children enjoy their play and engage with the play opportunities on offer.

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

Children take advantage of the free play activities and are confident to do some things for themselves.

We saw that the children moved around enthusiastically between the various activities outdoors and indoors and freely explored the wide range of toys in the boxes near them. The older children washed and dried their hands themselves before lunch and brushed their teeth. When lunch arrived they helped to serve their food from the large bowl onto their plates and they helped to scrape their left overs into the large bowl afterwards. They wiped their hands themselves after lunch. The children hung up their coats on the low level pegs and helped themselves to water from the beakers with their individual pictures on

them. After play sessions they helped to tidy up the toys. At snack time the toddlers took their pieces of oatcake from a small bowl and pointed to the tomato and cucumber to indicate that they wanted them. We saw photographs of children's developmental achievements in their record books, for example there was a photograph of a child sitting and concentrating on a task and one of a child riding a trike.

Children are developing good independence skills.

## **2. Care and Development**

### **Summary**

The staff's daily practises keep children safe and healthy. They have attended relevant training and show that they have understood what they have learned. The safeguarding policy is not suitable as it refers to English law and guidance, however, the staff know what to do should a safeguarding issue arise. The staff follow the behaviour management policy which promotes positive behaviour, however, strategies are not always followed through. Individual progress charts are in place but they are not always clear. The staff provide a range of activities to promote learning and development, however, daily planning is not always followed.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

The staff are trained and they follow the policies and procedures to keep the children safe and healthy. The safeguarding policy and procedures are not suitable as they reference English law.

The staff had attended training in safeguarding and the deputy person in charge who was the lead for safeguarding had attended level 3 training. In discussion she showed that she understood what she should do should a safeguarding issue arise. We saw staff records which showed that they were trained in paediatric first aid, food safety and health and safety. We read daily check lists in terms of potential risks which were completed first thing in the morning, at the end of the day and throughout the day. We saw that staff had signed to confirm that they had read the service's health and safety handbook. There were risk assessments for outings and the staff had participated in training on infection control as part of the Designed to Smile scheme. The staff wore aprons and gloves when they served food and changed nappies. They served healthy food and a healthy and varied menu was in place. Clear information was displayed in the kitchen about the children's food allergies which tied in with a colour coded system for the plates. We saw that accident records were in place but that some medication records had not been signed by parents and it wasn't always clear as to who had administered medication. We also noted that the service did not keep records of an injury on admission and had not promptly recorded an incident which we had seen.

Overall staff keep children safe and healthy.

#### **2.2 How well do practitioners manage interactions?**

There are positive strategies in place to manage behaviour which the staff follow. On a very few occasions the strategies are not age appropriate and are not followed through.

We saw that the staff were trained in behaviour management and the management of challenging behaviour and that there was a behaviour management policy in place which emphasised the reinforcement of positive behaviours. We saw this translated into practice as the staff frequently praised the children when they co-operated or used good manners with comments such as “good girl/boy” being used and “well done”. Specific praise was also offered for example, “good singing” was said when the children participated in songs before lunch. We saw that an intervention for poor behaviour was not effective as it was not age appropriate and as a result not followed through. Overall the staff acted as good role models with their co-operative work and good manners.

In the main the staff manage behaviour adequately and act as good role models.

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

Overall the staff are warm and caring and facilitate play well. On a few occasions however, their approach doesn’t meet all of the children’s needs. They use a range of activities to promote learning and development and there is a balance between busy times and periods of quiet and rest.

We saw staff sitting alongside the toddlers and gently supporting them in a responsive manner to explore the boxes of toys around them. Discussions with parents revealed that the staff were valued for example one parent said “staff are lovely and friendly” and another stated that the “girls are so good with him, they can’t do enough for him”. The staff knew the children’s routines and preferences, for example at lunch time as the food was being served, a staff member said “you don’t want any sauce, you don’t like sauce do you?”, to which the child nodded in agreement. When a child wanted to remain by the lego table, near the door, the staff member said “I know why you want to stay here, it’s because you want to keep a look out for your mum isn’t it?” Although this need was recognised the child was persuaded with some effort to join the other children in a different room. Staff generally spoke clearly and simply to the children but we also heard examples of language and humour which were not appropriate for the age group. We saw that there were developmental charts in place, which used different coloured highlighters to record progress. However, they weren’t always clear as dates weren’t consistently recorded alongside the different colours. We were told that the children chose their own keyworker and saw a chart with the children’s pictures on it, their named keyworker alongside and the developmental targets they were working towards. The different play areas had signs which referenced the Foundation Phase and listed examples of how these might be achieved in practice. It was not clear however, how all these elements were being put into practice in the children’s daily routine. We saw evidence of planning but noted that the day’s activities were not followed during our visit. The person in charge told us that there was a flexible settling in policy which was tailored to meet the individual needs the parent and their child to ensure a secure transition.

Staff are adequately meeting children's individual needs and they promote their learning and development.

## **3.Environment**

### **Summary**

The leaders ensure that the nursery offers a clean, colourful, spacious, well resourced environment for the children. There are designated rooms for each age group all of which contain boxes of easily accessible toys and suitable larger resources. The outdoor areas are well equipped and the reception area is welcoming. Overall the leaders ensure the safety of the premises and they take action to address identified risks.

### **Our findings**

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

The leaders ensure that there are regular and thorough practises in place to support a safe environment. Staff are trained in health and safety and it forms part of their induction.

We saw there was a list of daily duties for each shift with clear roles and responsibilities and that checks were carried out regularly throughout the day. The deputy person in charge was trained in level 2 for health and safety and food safety and another member of staff had completed training in fire safety. We saw that staff had signed to show that they had read the service's health and safety hand book as part of their induction; this book covered areas such as emergency plans, first aid and prevention and control of infection. The leaders had completed risk assessments for the separate areas in the nursery and for outings and we were told that these would be reviewed annually. The outdoor area was fenced and a lock was on the gate and there was a clear evacuation plan in place with identified roles. The service had up to date public liability insurance and we saw from records that they had completed monthly fire drills. They had identified that the fire alarm could not be heard when they were outside so they have kept the door to the outside open while this issue is being addressed. The leaders told us that parents were able to let themselves into the nursery via the biometric finger print door entry system and that they were given a fifteen minute period of time before and after the scheduled start and finish times for their child in which to access the nursery. Despite the facility of CCTV in the office the layout of the nursery meant that there was the potential for a parent to enter the nursery without a staff member's knowledge. Before the end of the inspection the leaders undertook a detailed risk assessment in relation to this issue and made plans to install locks on some of the internal doors, in line with the fire service recommendations. The leaders had set up a stay and play activity on a Friday morning for potential parents to visit the nursery. This activity had not been risk assessed and again held the potential for parents to have unsupervised access to areas in the nursery. The leaders told us, before the completion of the inspection, that their updated risk assessment had led them to discontinue this activity. There was a policy in place which did not allow the use of mobile phones on the premises.

Overall the leaders ensure the safety of the environment.

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

The leaders provide a spacious, colourful and well resourced environment which allows for free play and exploration for the various age ranges of the children. The outdoor area is safe and provides opportunities for children to challenge themselves.

We saw that the leaders had planned the layout of the nursery to cater for the needs of the varying age groups of children. For example there was a colourful baby room which had soft furnishings, mirrors, and paper balloons hanging from the ceiling. The toddler area had boxes of toys which were easily accessible by the children and they were able to move around the room freely and explore the toys and resources on offer. The largest room for children over three years had designated play areas. The younger children had to go through the largest room to access a smaller gated room and we saw that as a result some of the children wanted to stay in the larger area at times when the staff were directing them towards the smaller room. The outdoor area for the toddlers was easily accessible, spacious and well resourced. Indoors the staff had put the colourful children's art work on the walls and the entrance had a large, vibrant sign with the word welcome in a wide range of languages. Welsh signage was visible throughout the nursery. Colourful chairs had been placed in the reception area next to noticeboards with information on them for parents. A display of the children's quirky drawings of the staff's faces on paper plates provided a fun element to the entrance. Five, soft, transparent sensory tiles with paint which moved around in them had been placed on the floor leading into the large room and staff told us that these were very popular with the children and parents alike.

Leaders ensure that the environment is stimulating and suitable for the children's needs.

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

The leaders provide a wide range of resources and toys which are clean and of good quality. They are appropriate for the various age groups and are easily accessible to the children. Diversity is reflected in the toys and sensory play is promoted.

We saw that the tables and chairs and the mini kitchen throughout the nursery rooms were made of good quality wood. There was a large range of boxes of different styles in each room which contained toys which were easily accessible by the children of all ages. The toddler area had a large ball pool with soft circular cushioning around it which was clean and in good condition. The largest room had designated play areas with building blocks, a painting area with a sink, a sensory table, soft play and soft cushions in a circle near to a white board and books. The outdoor area had cushioned flooring, a wooden climbing frame with a slide, sand play, large building blocks, a mud kitchen and trikes with plastic cones to ride around. The younger children's outdoor area had colourful boards on the fencing and a canopy for the shade. We saw that there were mini figures and dolls which reflected diversity and that recyclable items had been used for the art work. For example the children had made colourful pictures of healthy foods using painted bubble wrap.

The leaders ensure that there is a wide range of good quality resources and equipment.

## **4. Leadership and Management**

### **Summary**

The service meets the majority of the required regulations and national minimum standards although there are some areas which need tightening up. Leaders have put policies and procedures in place with which the staff are familiar and overall these translate into sound practice. The leaders operate a robust staff recruitment procedure, regular staff supervision is provided and the personal development of staff is promoted. Good partnerships have been made with parents, health visitors and other community groups for the benefit of the children. Leaders are preparing for their first quality of care review.

### **Our findings**

#### **4.1 How effective is leadership?**

The leaders have an up to date statement of purpose and are meeting most of the required regulations and standards. There are policies and procedures in place which are followed, however, the safeguarding policy is not suitable as it references English law and guidance.

The leaders had an up to date statement of purpose in place which accurately reflected the service and which they agreed in future would be provided to parents as part of the welcome pack. They ensured that the service adhered to the majority of the regulations and minimum standards, however, there were some gaps in terms of safety, record keeping and ratios which they were keen to address. The leaders had policies and procedures in place which the staff had to read as part of their induction and in the main these were translated into the staff's practice. The safeguarding policy was not suitable as it referenced English law and guidance and although the leaders made some amendments before the end of the inspection it still required further changes. We saw some examples of good practice from the staff, however, it was not always consistent. The current staff deployment meant that the experienced person in charge was primarily involved in food preparation which meant that assessments of staff's practice were limited. The leaders told us that once they had increased numbers they planned for the person in charge to be released to review and assess the staff's practice to ensure consistency and suitable deployment and responsibilities. Leaders ensured that there was Welsh signage in the nursery however, they were not able to fully meet the Welsh active offer.

Leadership is developing steadily at this service.

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

Leaders encourage feedback from parents and are preparing for their first report for their quality of care review.

The leaders told us that parents were able to go online and provide feedback about the nursery via a website called Daynurseries.co.uk. They were aware of the requirement of an annual quality of care review and told us that they had planned a parents meeting for December 2016 where they would seek their views to inform their report. They said that they were likely to use picture cards to capture the children's views as this was a more inclusive method. In discussion the leaders told us that they were keen to improve the service and would listen carefully to the views they received.

Leaders value feedback and are motivated to make improvements.

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

Leaders implement a safe recruitment procedure. Staff are regularly supervised and training is made available to promote the staff's skills and knowledge. There is a thorough induction process and contingency arrangements are in place for staff absences.

We read a sample of staff files which showed that a robust recruitment procedure had been followed with identity, disclosure and barring service (DBS) checks and health checks made prior to appointment. Two references were sought and the staff's chronologies did not have any gaps. There was a thorough induction process where leaders had ensured that the staff had read relevant policies and procedures and there were clear job descriptions and outlines of roles and responsibilities on the files. We saw records of regular supervision which had reflective elements to them. The files showed that the staff had completed relevant training. A system of room leaders was in the process of being introduced and staff held certain responsibilities, for example the deputy person in charge was the lead for safeguarding and health and safety and the person in charge was the lead for behaviour management and special educational needs. The leaders had put in place contingency plans with part time staff completing extra hours to cover staff absences or the person in charge helping out.

Leaders manage staff appropriately.

#### **4.4 How effective are partnerships?**

The leaders work in partnership with parents from the outset and maintain effective communication with them. They build good relationships with local community organisations for the benefit of the children.

Prior to a child starting at the nursery the leaders ensure that detailed information about the child's needs and preferences were recorded from a discussion with the parents. The staff completed monthly records of achievement in the children's books which had pictures of the children achieving developmental milestones and examples of their art work. The leaders and staff kept parents regularly informed about their child via a range of methods including texts, emails, facebook, verbal feedback and a monthly newsletter. They told us that they were organising a parents evening for December where the children would sing and show off their work. The responsible individual told us that she had made good links with the health clinic nearby and that all five of the health visitors had called to see the nursery and had referred parents to the service. A good partnership has been set up by the leaders with the local mobile library service. They told us that the library van regularly parked next to the nursery, and that they have ensured that they bring a suitable range of books for them each time. The leader has planned for each child to be registered to receive a library card to access books at the mobile library and other libraries within the area. The staff entered children's drawings of individual months for a calendar competition at the local Sainsburys stores and two children won. The children and their families were invited to the store for a presentation and their pictures will feature in the store's calendar.

Leaders build effective and successful partnerships.

### **3. Improvements required and recommended following this inspection**

#### **3.1 Areas of non compliance from previous inspections**

None as this was the first inspection since registration.

#### **3.2 Areas of non compliance identified at this inspection**

We notified the service that it was not compliant with regulations related to:

- record keeping as some medication forms were not fully completed and signed by parents. The staff register was also not fully complete as staff had not always signed in or out of the premises and
- the arrangements for the protection of children as its safeguarding policy and procedures referred to English legislation and regulations.

#### **3.3 Recommendations for improvement**

We recommended that:

- the leaders review their staff registers to ensure that the staff to child ratios are met at all times and
- registers are completed in ink;
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#### **4. How we undertook this inspection**

This was a full scheduled post registration inspection which consisted of:

- two visits by two inspectors on 20 and 21 October 2016 which lasted a total of 9 hours and 15 minutes;
- observations of the staff and children;
- discussions with the leaders and staff;
- reading of a sample of staff files and policies and procedures;
- discussions with parents and
- reading of returned questionnaires from parents and staff.

Further information about what we do can be found on our website [www.cssiw.org.uk](http://www.cssiw.org.uk)

## About the service

<b>Type of care provided</b>	<b>Childrens Day Care Full Day Care</b>
<b>Responsible Individual</b>	<b>Angela Minton</b>
<b>Person in charge</b>	<b>Ruth Hicks</b>
<b>Registered maximum number of places</b>	<b>62</b>
<b>Age range of children</b>	<b>0-5 years</b>
<b>Opening hours</b>	<b>7.30am -6.30pm, Monday to Friday</b>
<b>Operating Language of the service</b>	<b>English</b>
<b>Date of previous CSSIW inspection</b>	<b>This is the first inspection</b>
<b>Dates of this inspection visit(s)</b>	<b>20 and 21 October 2016</b>
<b>Is this a Flying Start service?</b>	<b>No</b>
<b>Does this service provide the Welsh Language active offer?</b>	<b>No this service does not currently meet the Welsh language active offer.</b>
<b>Additional Information:</b>  The service is eligible to receive funding from the local authority for the education of 3 and 4 year old children.	