

Banana Moon Day Nursery Aberdeen International Day Care of Children

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Type of inspection:
Unannounced

Completed on:
10 March 2023

Service provided by:
Cygnus Enterprises Limited

Service provider number:
SP2015012452

Service no:
CS2021000338

About the service

Banana Moon Day Care International is registered to provide a day care of children service to a maximum of 67 children not yet attending primary school. The nursery is located in a business park area of Dyce, a suburb of Aberdeen and is very close to Aberdeen International Airport.

There is a large car park which supports office staff within the business park and there are clearly designated nursery spaces for parents and carers to use for drop off and collection.

The nursery consists of four playrooms, all at ground level. A baby room, toddler room and two pre-school rooms. The service was in the process of increasing its numbers and at the time of inspection were only using the baby room and the larger of the two pre-school rooms. The doors from all of the playrooms opened outwards to the garden and can be fixed open to allow free-flow.

About the inspection

This was an unannounced inspection which took place on 9 February 2023 between 12:00 and 18:00 and 10 February 2023 between 09:45 and 16:00. Feedback to the management team was provided on 10 February 2023. Two inspectors from the Care Inspectorate carried out the inspection.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- Spoke to children and young people during their play.
- Spoke with four parents and received written feedback one parent via email.
- Spoke with the staff and the management team.
- Observed practice and experiences for children.
- Reviewed documentation.

Key messages

- Children were nurtured by caring and responsive staff.
- Children's learning and development experiences should be further developed to support their holistic development.
- Self-evaluation and reflection was taking place but should now move at a faster pace to ensure high-quality learning for all children.
- In both rooms the staff worked together and communicated really well as a team which supported them to keep children safe.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	3 - Adequate
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

3 - Adequate

1.1 Nurturing care and support

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and young people and clearly outweighed areas for improvement.

Children were nurtured by staff who interacted with them consistently in a caring way and were responsive to their changing needs. Parents and carers fed back that this was one of the things the service were particularly good at. There were some really positive interactions of staff smiling, speaking to children using a soothing tone of voice, providing cuddles, reassurance and encouragement. Parents and carers we spoke with all fed back that their children looked forward to attending the nursery. One parent told us that their child "loves it here - was up at 5am this morning wanting to go to nursery and wants to go at the weekend too!" and another that their child "runs in happily."

Children were supported by staff who knew about their individual needs and responded to them well. Where children required additional support we found that the management team had established positive links with external agencies, including health visitors, speech and language therapists and specialist teams. They used the advice and guidance provided to support positive outcomes for the children. Personal plans however could be further developed to ensure that all key and relevant information is captured. Staff should update the personal plans as they learn new information to ensure that they always reflect the needs of the child.

The lunchtime experience for children in the 0 - 2 room was a sociable, relaxed and calm experience. Children were supported well and according to individual needs and preferences. Children within the 2 -5 room were waiting at the table for too long prior to their lunch being served. There were no opportunities for children to self serve and become more independent. Staff had to leave the tables for a very short period of time to collect water jugs and cups. The lunchtime routine should be reviewed to reduce waiting times, support independence and make it a more sociable experience.

Children were supported well in relation to nappy changing. Staff followed best practice and made it a positive experience for the children. Children were supported and encouraged to wash their hands. Older children were being lifted onto the nappy changing area and this should be reviewed to ensure staff wellbeing is supported.

Supportive and comforting sleep routines were carried out which supported children to feel secure and nurtured. Children therefore settled quickly to sleep. Individual preferences, such as comforters and blankets were supported. Layout of the sleep mats in the 2-5 room should be reviewed to ensure that they allow children sufficient physical space.

Clear and effective arrangements were in place for the management of medication. Detailed health personal plans were in place where required which supported staff to ensure they supported children's health well and knew how to respond in an emergency.

Parents and carers told us that they valued the effective communication they had with the service. They were positive about the app used by the nursery to provide parents and carers electronically with information and photographs. Parents and carers felt reassured when they received a happy photograph of

their child during the day when they had been unsettled at drop off.

Parents and carers we spoke with told us that they really valued the management team and staff providing them with emotional support and ensuring that everything was in place to keep their children safe and well.

1.3 Play and Learning

We made an evaluation of adequate for this key question. Whilst we identified some strengths, these just outweighed the weaknesses.

Children had fun outdoors using loose parts and natural resources to lead their own play and learning. 'Loose parts' are open ended materials to encourage creativity and curiosity. The children particularly enjoyed the large sand pit and this supported the schema of 'transporting' (moving things from one place to another). Schematic play or 'schemas' are repeated actions or behaviours that children display as they explore the world around them and try to find out how things work. Other children really enjoyed making and then using a ramp made from loose parts. This supported the children to practice climbing and balancing. More environmental print, such as street signs, traffic signs and food labels could be added both indoors and outdoors to support children with their literacy. More creative use of outdoors would strengthen the play and learning opportunities for children. The service should also look at supporting the youngest of the children to get outdoors on a daily basis to support their health and wellbeing.

There were many opportunities in both rooms for children to listen to stories, participate in singing nursery songs. This was done well and so children were really engaged. The book corners were inviting spaces, and the addition of an adult sized sofa provided lovely natural opportunities for children to snuggle up with staff and share a story together. These opportunities supported children with developing language.

There were no sensory resources available to the children in the 2-5 room on the first day of the inspection. On the second day children could use play doh in their play and there was a dinosaur swamp which children were interested in. Exciting and inviting sensory areas using water, sand, gloop, paint, play doh should be available every day and a range of loose parts to go with that to support learning and creativity.

Although staff had been using some mathematical language when engaging with children in various activities this could be developed further. Areas of the room should be developed further to support literacy and numeracy. Examples of this would include recipe books and sets of scales in the house corner, maps and measuring tapes in the construction areas along with a range of loose parts.

The current approach to learning was identifying gaps in children's learning and looking at how these could be filled. Some children lacked challenge in their play and learning experiences and staff missed opportunities to build on their interests. To provide opportunities for challenge, curiosity and imaginative play continual provision of resources should be available for children in all play spaces. These should include loose parts and natural resources. As a result children's holistic development will be supported as they lead their own play (**see area for improvement 1**).

Areas for improvement

1. To enable children to receive high quality play, learning and development opportunities, the provider should ensure the environment is set up with a wide range of resources to support a variety of play experiences. Play and learning training should be provided to staff including developing skills in quality interactions.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14); and

'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

How good is our setting?

4 - Good

2.2 Children experience high quality facilities

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and young people and clearly outweighed areas for improvement.

The nursery consisted of comfortable, bright and warm spaces for the children to be looked after and supported. The environment was well cared. The service had given thought to softening the environment and had introduced fairy lights, drapes, streamers and attractive hessian boards for display and photos. Sofas and armchairs created comfortable spaces for staff and children to snuggle up. All this gave children the message that they mattered.

The environment needed to be richer to support children's learning and development and provide more challenge as reported on under quality statement 1.3.

The outside space provided opportunities for sensory play, balance beams and a small climbing frame for physical development and a wooden fort for imaginative play. Free flow access outdoors gave children the opportunity to make choices.

Children were kept safe due to staff supervising them closely and counting children at regular intervals. Staff communicated well with each other so that everyone knew who was responsible for each child. There was a secure system for families and visitors coming into and leaving the building.

Effective infection prevention and control practices helped to keep the children safe and healthy. Staff had received appropriate training. Children were encouraged and supported to wash their hands at regular intervals, and this was done in a fun way with the use of songs.

At lunchtimes, food in the 2 - 5 room was left uncovered for a period of time to cool which left it at risk of being contaminated. Action needs to be taken to ensure effective food hygiene.

CCTV was used in the service, including playrooms to monitor practice and support the delivery of safe, effective and compassionate care for children. The placing of CCTV equipment within the nursery ensured that children's dignity was always respected.

How good is our leadership?**4 - Good****3.1 Quality assurance and improvement are led well**

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and young people and clearly outweighed areas for improvement.

The team were focused on making improvements to the service. An improvement plan was in place and developed following consultation with staff, parents and carers and observations of children. The improvement plan was outcome focused and showed how the service had been progressing with their plans. It was regularly reviewed, and clear next steps were identified. This helped to ensure that improvement work progressed.

The management team had been supporting staff to have an outcome focus when identifying possible new resources for the nursery to ensure that these meet children's needs. The service was in the early stages of identifying and developing the resources for children. They need to progress with this and evaluate the impact this was going to have on children's learning and development.

Children's and families views were actively sought on a regular basis through questionnaires, face to face discussions and through stay and play sessions. Detailed conversations also took place with parents and carers where required to explore and agree any additional resources or strategies needed to support the child.

Some self-evaluation was taking place, using the 'Quality framework for daycare of children, childminding and school-aged children.' Staff had been reflecting on their practice to bring positive changes to meet the needs of the children. However self-evaluation and reflection should now move at a faster pace to ensure high-quality learning for all children.

Observations of staff practice at key times, such as nappy changing and snack time were being undertaken however were not effective in measuring positive practice. Observations should provide an opportunity to feedback on staff practice and reflect what went well and what could be developed further. However we found that areas for improvement were not being highlighted very often and there was no revisiting the practice to see if it had improved.

How good is our staff team?**4 - Good**

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and young people and clearly outweighed areas for improvement.

Deployment levels were generally good and well managed throughout the day and ensured that children had their needs met. Lunchtime on the first day of the inspection in the 2-5 room was not staffed to a high enough level to meet the needs of the children. One member of staff was supporting two children who needed a lot of attention and reassurance. At that time neither of the children were getting their needs fully met. Staffing levels over lunchtime should be reviewed to ensure that children's needs at this time are consistently met. Breaks were managed with staff having their break during less busy times of the day.

Staff were responsive to children's changing needs. For example, where children were upset staff provided support, reassurance and nurturing. When children required support with eating this was in place.

In both rooms the staff worked really well as a team. Good communication to ensure everyone was aware of what each other was doing. Experienced staff members within the team were good at supporting and guiding the less experienced staff. Children had positive experiences throughout the day and were kept safe. Throughout the day there was consistent quality engagement with children.

Appropriate systems were in place for managing staff absence. There was a positive ethos of attendance within the service and the team were motivated and passionate about their role.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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