

Banana Moon Day Nursery Aberdeen International Day Care of Children

Aker Solutions Building, Aberdeen International Business Park
Ground Floor Building 3
Dyce Drive
Dyce
AB21 0BH

Telephone: 01224 478988

Type of inspection:
Unannounced

Completed on:
13 September 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. The service was in the process of increasing its numbers and at the time of inspection was only using three rooms. These were baby moons (0-2 years), mini moons (2-3 years) and full moons (3 year - school age). The doors from all of the playrooms opened outwards to the garden and could be fixed open to allow free-flow.

About the inspection

This was an unannounced inspection which took place on Tuesday 12 September 2023 between 10:00 and 17:45 and Wednesday 13 September 2023 between 9:30 and 16:45. One inspector 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 parents and received written feedback 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 benefitted from an environment which had been further developed to provide a range of quality play and learning experiences.
- Children should have access to outdoor play earlier in the day to maximise opportunities for fresh air, exercise and exposure to daylight which all support mental wellbeing.
- The team had made a range of improvements within the setting and these were impacting positively on the outcomes for children.
- There was a strong ethos of continuous improvement shared by management and staff.
- Staff were motivated, happy and worked very well as a team. This helped to create an inviting environment and supported good quality care for the children.

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? | 4 - Good |
| 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?

4 - Good

We evaluated this key question as good, where strengths had a positive effect on the outcomes for children and these outweighed areas for improvement.

1.1 Nurturing care and support

Children were nurtured by caring staff who were attentive to children's individual needs, including providing comfort and reassurance. One parent told us, "I like that staff are very respectful and lovely to every child, which creates a welcoming atmosphere for our babies" and another that staff were "friendly, kind and caring."

Children's needs were well known by staff and some strategies had been put in place to support individual children. To continue to better support children the staff team could continue to develop the range of strategies further. For example, the use of a 'now' and 'next' board may help children who finds the transition from one activity to the next or from outdoors to indoors difficult.

Personal plans were in place to support children and contained some helpful information about children's individual needs. They could be developed further to capture the fuller information about specific children that staff were able to tell us about. Personal plans should be updated as and when staff learn more information about each child's needs and how to support these. Having full written information available to all staff would help to support continuity of care.

Health care plans which contained important information about how to support children who had a health issue, such as allergies and asthma were in place. Clear information was recorded about symptoms, treatment and how staff would know it was an emergency. However, the health care plans did not give clear enough information about what action staff should take in such an event. This should be detailed clearly in the records. Medication was stored in line with best practice guidance. It was labelled and stored appropriately.

Children consistently enjoyed positive snack and lunchtime experiences. The food was appetising and well presented. There were opportunities for children to develop their independence skills including self-serving and pouring. Children in the full moons room took turns being a snack helper and preparing the snack for their peers. This supported them to develop a range of skills and they very much enjoyed this activity. Children who needed assistance were well supported. On some occasions staff were slow to sit with children when they were eating although they did ensure that children were supervised at all times. Staff did not always sit at the table with the children but would sometimes sit further back. Considering positioning more in addition to staff eating alongside the children would help to further create a sociable experience and provide opportunities for role modelling. Children had regular access to water to keep them hydrated.

Children who required personal care were supported by nurturing staff. Nappy changing, for example was used as an opportunity for quality one to one engagement. Nappy changing rooms were clean and arrangements for storing products was good.

Children were supported well to rest and sleep when they needed to. They were well supervised and individual routines were being followed.

Parents and carers were met by staff in the vestibule area of the nursery to drop off and collect their children. Due to Covid-19 restriction easing the setting should move towards welcoming families into the nursery. This will help with building relationships and involving families more in their children's nursery experiences.

1.3 Play and learning

The children had lots of fun and joy at the nursery with much smiling, giggling and laughter evident throughout the inspection. Rooms were inviting, homely and interesting spaces allowing children good opportunities for their play and learning. Mini moons and full moons had recently been separated into individual rooms and staff told us that this had resulted in more quality play and learning opportunities for the children. Significant work had been undertaken to make the full moons room a richer and more stimulating environment. We saw, for example children developing their imagination, being creative and enjoying role play through using the resources available within the dressing up area. A parent told us that they liked the activities children were offered, "which allows a child to lead the play, explore and nurture creativity." More resources within the home corner would further support children's play and learning. For example, the addition of items, such as pine cones, dried pasta, dried lentils to use with the range of cooking resources already available in the home corner. The mini moon room provided more limited opportunities for children. The management and staff were aware of this and in the process of working together to develop the room further.

There was a range of stimulating play and learning experiences outdoors and children had a lot of fun. Older children were enjoying making pictures out of a range of loose parts, such as buttons, glass pebbles and twigs. They were closely supervised by staff to ensure that they were kept safe. Children were able to use large loose parts, such as planks of wood and tyres to make their own apparatus for climbing and balancing. This also helped them to develop their problem-solving skills.

A large mud kitchen was in place and was well equipped with a range of cookery resources including pots, pans and spoons. However there was limited materials in place to support the children to use the mud kitchen effectively, including minimal water and no mud.

The outdoor space would benefit from being a more natural environment with the inclusion of, for example small trees, plants, herbs and flowers. This would provide many positive learning opportunities for children including planting, growing and learning about nature as well as helping support a more calming space.

The earliest that any children were able to access outdoors was mid morning which limited children's access to fresh air, sunlight and exercise. Children should have the opportunity for outdoor play available to them earlier in the day. Once the doors were open children were able to make choices and freely move between indoor and outdoor areas. A parent told us, "I think there has been a significant improvement in how much time children spend outside (the more the better) and I would like it to stay that way during colder months as well."

Staff were better at using mathematical language with the children including counting and use of words such as "faster", "big" and "small." There were also good opportunities for supporting children's literacy including lots of impromptu story telling on a one to one or small group. There were recipes in the mud kitchen and books attractively presented and accessible to children in all three rooms.

Staff thought carefully about how they communicated with the children to support their language development and their understanding. They used very short or short sentences dependent on children's age and stage, used repetition and provided extension of language.

The team were continuing to work on observations, planning and assessment. The current approach to learning continued to focus on identifying gaps in children's learning and looking at how these could be filled. By ensuring a rich play and learning environment and following children's interest's children's holistic development should be effectively supported.

Parents and carer fed back to us that they would like their children to have trips outwith the nursery setting and within the wider community. The nursery was currently looking at how they could do this and recognised that it would enrich children's experiences.

How good is our setting?

4 - Good

We evaluated this key question as good, where strengths had a positive effect on the outcomes for children and these outweighed areas for improvement.

2.2 Children experience high quality facilities

Children benefitted from an environment which was well furnished and kept clean. Children were supported to get involved in this if they were interested and we saw some babies having fun sweeping up sand.

The team had been working hard on creating a more stimulating play and learning environment. This had supported positive outcomes for children, particularly in the full moons room. Rooms were inviting spaces, for example the baby moons room had been further enhanced and softened with the use of drapes, fairy lights, rugs, cushions and a sofa. Cosy, homely spaces had been created and this had been done well. The management and staff were aware of where further work was needed to improve the environment and this was included within the settings improvement plan.

Regular handwashing was undertaken by staff and children and most of the time it was done really well. Occasionally children and staff applied soap to dry hands which was not best practice. Children were encouraged and reminded to wash their hands where appropriate throughout the day, for example after covering their mouth with their hand whilst coughing.

Appropriate action was taken to ensure that food provided to the children was stored and covered safely and provided to them at the required temperature.

The environment was secure with the internal front door securely closed and locked at all times. We did not observe there to be any obvious hazards within the nursery environment. The outdoor space was fully enclosed. Staff completed checks outdoors to make sure it was safe before children were able to venture outdoors.

Full length windows and doors out into the outdoor space ensured that there was a lot of natural light within the playrooms. It also allowed indoor staff to see what was happening outside and vice versa. This helped to support better supervision of children and more effective team working. Children were also able to see the outdoor space and this helped to encourage children to spend time outdoors. Free flow direct access to the outdoor space allowed children to make choices about where they wanted to play.

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

We evaluated this key question as good, where strengths had a positive effect on the outcomes for children and these outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

There was a shared vision, values, aims and objectives for the setting. The aims and objectives of the service, for example, were consistent with what we observed during the inspection, including the provision of a safe, secure and nurturing environment and fun and engaging experiences, learning through play.

There were some limited opportunities for feedback from parents and carers. This was informally through face-to-face discussion at pick up and drop off and through the online 'Blossom' App which was used to share information about the children's experiences at nursery, share photographs and communicate. Parents evenings were also ongoing during the week of the inspection taking place and provided a further opportunity for discussion and feedback. A parent told us that they found the parents evening very helpful and that they would welcome more of these opportunities. The service planned to ask families for feedback following the parents evenings to find out what worked and what could have been better to enable them to develop these sessions further. The service needs to continue to develop how they seek the views of children and their families to inform the further development of the setting.

There had been some self evaluation using 'A quality framework for daycare of children, childminding and school-aged children' to help the team identify what they were doing well and what they needed to improve. The team should continue to develop how they do this and include self evaluating against the vision, values and aims of the nursery.

An improvement plan was in place which highlighted the key areas the service was working on and which were clearly being progressed. For example, the team had identified the separating of the mini moons and full moons classes as a key aim in order to support better play and learning experiences for the children. This had taken place and staff had reported positive outcomes for the children. Also identified within the action plan was embedding routines in the full moons room and supporting children's independence. During the inspection children in the full moons room were being encouraged to develop their independence in relation to snack and meal time experience. New resources, such as small jugs and chopping knives, had been purchased to build on opportunities to be independent. They were really engaged and proud of the skills they had been developing. An action plan book had been introduced to show the progress the service had made in relation to improving the environment which helped the team to track their progress.

Staff told us that they felt motivated and supported by the management team. They knew where improvements were needed, were committed to developing the service further and were able to recognise the impact of the improvements already made.

How good is our staff team?

4 - Good

We evaluated this key question as good, where strengths had a positive effect on the outcomes for children and these outweighed areas for improvement.

4.3 Staff deployment

Staff were effective in communicating with each other at all times. They worked together to ensure effective supervision and quality engagement with the children across the day. Regular head counts were undertaken along with staff being vigilant in their observations to ensure the effective deployment of staff both indoors and outdoors to support the children's individual needs.

Children benefitted from a positive and supportive team. Although allocated to a specific play room the staff knew the children throughout the nursery and had built up positive relationships with them. Staff supported their colleagues and the children across the rooms, being responsive to changing needs and demands. Staff spoke about it being a very supportive team and where everyone got on really well. Effective team working was one of the things the staff liked most about the nursery.

There was varying knowledge, skills and experience within the team due to recent staff changes. Some of the newer staff had limited previous experience, however they were effectively supporting children and working well within the team to support positive outcomes for the children. The management team had been working hard to support the induction for new staff so that they had the knowledge and skills they needed to support them in their role. Parents and carers told us that they felt that they were not always updated about changes to staffing within the service. One parent told us, "I feel like the nursery has went through a lot of change and we haven't always been kept up to date with this - mainly changes in staffing" and another that, "it's important to know who is caring for my child and their skills." The manager had also identified this as an area for improvement. They spoke about plans to share more information about staff through the Blossom App, including photos and a little bit of information about each staff member.

Arrangements were in place to promote continuity of care across the day and ensure positive transitions for the children. Appropriate arrangements were in place to ensure that staff received breaks to allow them to rest and be refreshed whilst also ensuring children were well supported at all times.

There was a positive ethos of attendance within the setting which meant that there was no reliance on the use of temporary staff. This helped to ensure continuity of care for the children and the development of positive relationships between children and the staff.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area 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).

This area for improvement was made on 10 February 2023.

Action taken since then

There had been improvements to the environment since the last inspection which supported increased positive play and learning experiences for children. Staff had been developing their knowledge and skills in relation to supporting children's play.

More information regarding play and learning can be found under quality indicator 1.3.

This recommendation was found to have been met.

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? | 4 - Good |
| 1.1 Nurturing care and support | 4 - Good |
| 1.3 Play and learning | 4 - Good |
| 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 |

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.