



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Banana Moon at Coity

**St Marys Church Hall
Heol yr Ysgol
Coity
Bridgend
CF35 8BL**

Date of inspection: October 2023

by

Care Inspectorate Wales (CIW)

and

**Estyn, His Majesty's Inspectorate for Education and
Training in Wales**

About Banana Moon at Coity

Name of setting	Banana Moon at Coity
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Angela Minton
Person in charge	Simone Stoyles, Stephanie Merchant-Lloyd, Anna Llewellyn, Jessica Blake
Number of places	30
Age range of children	2 years -8 years old
Number of 3 and 4 year old children	5
Number of children who receive funding for early education	0
Opening days / times	Monday to Friday 9am - 3pm. Offer an 8.30 start/ 3.30 finish where required. Morning session 9-12/ Afternoon session 12.30-3.
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.
Date of previous CIW inspection	New registration
Date of previous Estyn inspection	New registration
Dates of this inspection visit(s)	17/10/2023
Director/RI Angela Minton of Windmills & Wellies Ltd. Part of a UK franchise named "Banana Moon Nursery".	

Summary

Theme	Judgement
Well-being	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Improve practitioners' use of Welsh to further develop children's Welsh language skills
- R2 Further develop the use of observations to plan next steps in children's learning
- R3 Formalise and consistently implement appraisals and supervision for all practitioners

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Nearly all children have a strong voice. They confidently make appropriate choices and decisions about what affects them. For example, they choose activities and resources and decide if they want to play inside or outside. Most children express themselves well through verbal communication and know practitioners listen and respond to them. For example, a child asks "help me" when chopping real vegetables in the home corner and receives immediate support from a practitioner.

Nearly all children arrive happily at the setting and are eager to start playing. They settle quickly and cope well when leaving parents and carers. All children have warm, close relationships with practitioners and receive support and comfort if needed. They feel safe and valued at the setting. For example, photographs of children's families are on display, which develops a sense of belonging. Children smile proudly and show the stickers they receive for helping to tidy up.

Nearly all children are aware of the settings routine. They willingly take on responsibilities such as choosing when they are ready for snack time. Nearly all children make purposeful choices and move confidently between activities, for example painting, sensory and block play. They interact well by playing alongside or

engaging with each other as is appropriate for their stage of development. A small group of children work together confidently when building a train track and using blocks to build towers and tunnels, supported by a practitioner.

Nearly all children are active and engaged in their play and learning. They show purpose and curiosity as they take part in activities. For example, children investigate a variety of Autumn objects, such as conkers, pumpkins, leaves and acorns in the exploration area. Nearly all children listen and follow instructions well. For example, children they their coats up after outdoor play, following prompts from practitioners. Most children speak to friends and practitioners confidently. For example, a small group of children skilfully interact together and engage in role play with dolls at 'breakfast time' in the home corner. Nearly all children wave and say goodbye to their friends when they are leaving. Children develop skills and knowledge by following their own interests. They have confidence in seeking help when they need it.

All children are increasing their independence and self-help skills well. For example, they help to tidy up, wash their hands, and take responsibility for their own belongings. Children are becoming increasingly competent at snack time, through the self-serve system in place. They chop fruit, butter toast, and pour their own drinks. They tidy up their plates and cups when they have finished.

Learning (only applies to three or four year old children who do not receive education in a maintained setting):

There is no report on children's learning. This is because the number of three- or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Good

Practitioners and leaders work well together to keep children safe and healthy. They follow the setting's procedures in relation to hygiene, health and safety and review them regularly. Practitioners supervise children well and complete all relevant records in relation to accidents, incidents, existing injuries and medication appropriately. They undertake regular reviews to analyse any trends. They know what to do in an emergency as they undertake regular fire evacuation drills. Practitioners provide healthy snacks for children, such as natural yoghurt and fruit including milk or water to drink. Leaders have established effective systems to support children who have allergies and dietary needs. This is reflected across the whole setting, including in relation to play resources. For example, practitioners ensure that malleable and role play materials are suitable for all children. The setting has appropriate policies and procedures in place to help practitioners keep children safe. Nappy changing procedures are followed effectively, and good hygiene measures are in place. Leaders and practitioners have a good understanding of how to protect children and know what to do if they have any concerns. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

All practitioners are kind, caring, supportive, and interact with children in a warm and gentle manner. This creates a positive, happy, calm, and engaging atmosphere at the setting. A key worker system is in place. Practitioners know their children very well and talk to them about their families, promoting an environment where children feel safe and happy. The setting has an effective behaviour management policy in place and practitioners give praise for good behaviour and use positive techniques. For example, children are reminded to be kind to their friends, have gentle hands and are praised for good sharing.

Practitioners meet the needs of children successfully. They identify children who may need additional support and have systems in place to monitor emerging needs. Practitioners ensure children, including those with additional learning needs (ALN), have appropriate support. For example, they provide one to one support for children, when needed. Children's development is reviewed regularly to support them as they develop their skills. Practitioners observe children at play, but do not always make best use of the information when planning for children's next steps. Practitioners know when to intervene and when to step back, allowing children to lead their play and learning. During outside water play, children competently use equipment such as jugs and buckets to transport water from the bottom of the water run to the top. All practitioners engage with children and extend their play successfully. For example, during outside play a child made a block rabbit. This led children and practitioners to sing a song about bunnies and engage in hopping around the garden. Practitioners share books with children, they read, ask questions, and discuss the stories purposefully.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners know the children very well, quickly establishing positive relationships. They have a good understanding of child development. As a team they create a stimulating and purposeful learning environment, planning engaging and stimulating learning experiences. Planning tends to follow a child's interests and does not always build on previous knowledge or skill development. Practitioners are successfully developing their knowledge and requirements of the Curriculum for Wales and are incorporating this into their practice. They regularly make worthwhile observations of children to build a picture of the child's progress over time.

The learning opportunities provided support children to become independent. For example, children are encouraged to read and share books and access the gross motor play area. Practitioners also support children to take risks, such as when climbing the climbing wall. Practitioners are good language role models. They skilfully use a range of questions to support children's learning. They demonstrate a good understanding of when to support children's learning and when to allow them periods of uninterrupted exploration and play. Practitioners are respectful towards one another and towards the children. They positively encourage children to share and take turns, managing and supporting children to resolve conflicts calmly and effectively.

Children have beneficial opportunities to access a range of books in all areas of the setting. There are worthwhile opportunities to engage in mark making, and an appropriate range of ICT resources are also available. There are purposeful opportunities for children to develop their mathematical skills, such as filling and pouring different sized containers, measuring, sorting leaves outside and counting cars whilst building tracks.

There are useful opportunities to promote the children's awareness of the traditions and celebrations of the culture of Wales. For example, children create love spoons on Santes Dwynwen Day and visit the nearby castle. Many practitioners model the Welsh language successfully. However, they do not always make sufficient use of opportunities to speak the language to promote children's understanding.

Practitioners provide a range of resources for children to learn about, the diverse world in which we live. They support the children as they develop a sense of curiosity about their own lives and the lives of others. There are numerous opportunities for children to develop a sense of awe and wonder about the world. For example, they create shadows and shapes with torches in 'y tŷ coed', the sensory area. There are regular opportunities for children to visit places of interest within the local area to enhance their learning and foster a sense of belonging to the local community. They also provide opportunities for visitors to attend the setting, such as a therapy dog, which helps children learn about being kind to animals. Practitioners communicate effectively with parents and carers through discussions and electronically, sharing photographs, observations, and 'wow' moments of their child's progress.

Environment: Good

Leaders ensure that the indoor and outdoor environments are safe and secure. The setting is a pack away service, with shared facilities. They have sole access during the week, and pack away the provision for the weekend. They complete a variety of written risk assessments, which reduce risks effectively. They ensure that the required safety checks are complete and follow procedures in relation to visitors and daily environment checks, including the outside area prior to play. The premises are clean and generally well maintained. They ensure that hygiene procedures are complete, such as sanitising tables prior to meals. Appropriate protective clothing is worn, as and when needed. The toilet and nappy changing facilities are appropriate, and practitioners follow guidelines to ensure children's privacy and dignity.

The environment is welcoming and provides a range of opportunities for children to play, learn and move between indoor and outdoor areas. Leaders provide a range of interesting equipment and resources, developed into zones of the open plan room and outdoor area. Nearly all reflect the natural environment and real-life objects, which promotes children's natural curiosity and empowers them to engage in purposeful play. Nearly all resources are at low level and furniture is appropriately sized, including a newly developed sensory space. The outdoor environment provides a variety of experiences, some of which have been developed to reflect the children's ideas. For example, children dig and plant the wildflower beds, and regularly fill bird feeders to encourage birds into the garden.

Children confidently make independent choices about where they play and the resources they would like to use. Leaders provide designated areas for children to store their personal items. Displays show children's photographs, work, and achievements attractively. This supports a sense of belonging and promotes their self-esteem successfully. Leaders use a variety of play and learning materials effectively to promote children's cultural awareness, including Welsh heritage and diversity. They visit local areas of interest within the community, such as the local castle, post office and florist. This promotes children's understanding of their local community.

Leadership and management: Good

Leaders have a clear vision for the setting, which is shared and understood by all practitioners. They are highly effective in creating a positive ethos, ensuring that children and practitioners feel valued and well supported. There is a strong team ethos. Leaders support the continuous professional development of all practitioners, encouraging them to attend external training when appropriate. Practitioners are deployed effectively. There is a sister setting, and a minority of staff work in both locations. This is managed well. Consistency in staffing has a positive impact on the children. Staff files contain all regulatory information. Supervision and appraisal procedures are in place. However, these are not always consistently implemented or formalised.

Leaders successfully implement advice and feedback from external agencies, such as the local authority advisory teacher. This includes sharing information and training relating to the Curriculum for Wales and assessment processes with practitioners. They are beginning to implement them effectively in the setting. Leaders use self-evaluation processes to successfully identify areas for improvement. Current priorities include using more Welsh and for children to lead their own play. Leaders ensure that policies and procedures meet the needs of practitioners and children at the setting. There is an up-to-date statement of purpose, which enables parents and carers to make an informed choice about where they would like their child to attend.

Leaders manage grant funding effectively. For example, they recently purchased wooden furniture and storage to enhance the learning environment, allowing learners easy access to resources. They also make effective use of funds to develop the range of resources for the children in the outdoor area. For example, they provided a large water run and toys, which enhanced the opportunities for children to play and explore.

The setting has established worthwhile partnerships that contribute positively to children's learning and development. The senior leader is forming strong links with other settings. They have also been part of an action research project that considered block play. This has had a positive impact on the setting, where block play is purposeful and engaging for all learners. There are strong relationships with parents and carers. Families are encouraged to take part in the life of the setting through special events such as a book fair and picnics. Parents complete a 'settling in form' prior to a child starting. This enables practitioners to compile a document about the child's interests, their family and friends. There are established transition

arrangements for children transferring to the next stage in their learning at primary school.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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