



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

A report on

**Banana Moon
Unit A
The Triangle
Brackla
Bridgend
CF31 2LL**

Date of inspection: December 2017

by

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the setting's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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Publication date: 12/02/2018

Context

Banana Moon Day Nursery is an English medium Day Nursery. It operated from a purpose designed building in Brackla in Bridgend. The setting is open Monday to Friday for 51 weeks of the year. The setting provides care for young children in baby, toddler and pre-school rooms, according to their age and stage of development.

The setting's registration allows it to care for up to 59 children from 12 weeks to 5 years-of-age. At the time of the inspection, the local authority funds a very few children. No child come from a home where Welsh is the first language and no child speak English as an additional language. The setting currently has a very few children that it identifies as having additional learning needs.

The setting employs two practitioners to provide education for funded children. A non-teaching manager oversees the setting.

The Care and Social Services Inspectorate Wales (CSSIW) last inspected the setting in October 2016. This is the setting's first inspection by Estyn.

Summary

The setting's current performance	Good
The setting's prospects for improvement	Good

Current performance

The setting's current performance is good because:

- Most children make effective progress from their starting points
- Many children listen intently to stories and speak appropriately when expressing their likes and dislikes
- Most children demonstrate an interest in stories and in books, and can recall simply a few of the main events in the stories they have heard
- Most children are beginning to understand a range of mathematical concepts and relate these concepts to everyday events and items
- Many children use technology purposefully in their play activities
- Nearly all children enter the setting and go to practitioners happily. They settle quickly and mix with others readily
- Nearly all children enjoy the learning activities on offer and engage willingly
- During independent play activities, many children are confident to make suggestions about activities they would like to undertake and this helps to develop their independent skills well

Prospects for improvement

The setting's prospects for improvement are good because:

- Leaders have a clear vision for the setting that focuses on providing a caring learning environment that sees things from a parents' point of view
- All staff at the setting work together well as a team and understand their roles and responsibilities
- Leaders understand well national priorities for education and plan for their implementation effectively
- The priorities in the setting's development plan focus well on areas that leaders need improvement
- The impact of previous plans is evident in the setting
- The setting has a highly beneficial range of partnerships that help to support its provision for children very effectively
- Leaders act diligently on information from parents and this benefits children's wellbeing

- The setting uses its locality very well to develop innovative partnerships within the community that contribute highly effectively to children's learning experiences

Recommendations

- R1 Improve children's Welsh language skills
- R2 Ensure that adult-led learning activities engage and challenge children at the appropriate level
- R3 Ensure that self-evaluation procedures focus more effectively on evaluating the quality of practitioners' actions and children's learning

What happens next?

The setting will draw up an action plan which shows how it is going to address the recommendations. The local authority will monitor the setting's progress.

Main findings

Key Question 1: How good are outcomes?	Good
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Standards: Good

During their time at the setting, most children make effective progress from their starting points. They recall well things that they have learned previously and develop their literacy and numeracy skills effectively. Many children develop their physical skills successfully. For example, they ride on and control cars and tricycles skilfully when playing outdoors.

Many children are developing beneficial oracy skills. They listen intently to stories and speak appropriately when expressing their likes and dislikes. They use learned language patterns spontaneously in their play and throughout the day. For example, upon finding a worm in the garden, children are able to describe it as a 'wiggly worm' and talk about its habitat confidently.

Most children demonstrate an interest in stories and in books. They consider carefully the pictures associated with stories and identify images in the pictures that correspond to parts of the story well. Many recall simply a few of the main events in the stories they have heard. However, few children use the setting's book corner to look at books independently.

Many children make marks confidently when experimenting with different media. They are beginning to understand the act of writing as something that relates to real-life practices. For example, making marks on paper creates a letter that gives a message to Santa. Many have developing control over pencils, chalks and brushes. A few children are beginning to hold items, such as felt pens, skilfully and draw recognisable letter shapes.

Most children are beginning to understand a range of mathematical concepts, such as bigger and smaller. They are able to relate these concepts to everyday events and items. For example, when playing with different size containers in the water tray they identify jugs that hold more or less water. A majority of children are beginning to touch count suitably, using number words in English and in Welsh. They are able to relate this to solving every-day problems, such as finding out how many children need a snack. However, a minority do not do so accurately enough. Many children are beginning to develop a beneficial understanding of time as a concept. They talk purposefully about things happening before or after, and are beginning to realise that things happen on different days of the week. A few children have a strong understanding of major events in their life happening in the future, for example knowing that they are going on holiday next week.

Many children use technology purposefully in their play activities. They use cameras confidently to take photographs of events during their day and use voice recorders to record their and other's speech. Many use the interactive touch-board effectively. They understand that touching an icon makes something happen and draw shapes using an art-based programme well.

Many children make suitable progress in developing their Welsh language skills. They join in with songs in Welsh, for example greeting each other with 'Bore da'. A majority are beginning to recall numbers in Welsh when counting with an adult. However, few children use other Welsh words or phrases confidently.

Wellbeing: Good

Nearly all children enter the setting and go to practitioners happily. They settle quickly and mix with others readily. Most children behave well throughout the day and are polite to others. For example, they share toys and say 'thank-you' spontaneously at snack time. Nearly all children enjoy the learning activities on offer and engage in them willingly. Many concentrate on activities well and persevere with tasks. For example, many roll mashed potato into balls and use twigs to build a snowman diligently.

Many children are developing a good understanding of how to stay healthy. They wash their hands independently, for example before eating. At snack and meal times, all children sit together sociably and share well. For example, they pass each other food and drinks, taking sensible amounts of each.

During independent play activities, many children are confident to make suggestions about activities they would like to undertake. They are happy to speak to practitioners if there are activities or resources they would like that are not available. For example, they ask adults for ice cubes to paint. This helps to develop their independent skills well. Many children contribute effectively to their learning topics, for example asking to find out more about builders when studying the topic of those that help us.

Key Question 2: How good is provision?	Good
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Learning experiences: Good

Practitioners plan well to give children an effective range of engaging, independent learning activities. These include activities taken from the children's own ideas. For example, when children identified an interest in the police service, leaders organised a beneficial range of activities, such as police officers and their horses visiting the setting. Practitioners provide a useful balance of independent learning experiences both inside and outdoors. These support children in developing numeracy and writing skills well. For example, children count figures hidden in the snow and write on chalkboards in the garden. These activities focus successfully on developing children as independent learners and in general reflect the ethos of the foundation phase well. However, the setting does not have robust processes to ensure that planned learning covers all areas of the foundation phase systematically.

Practitioners plan well to help children to develop their communication, numeracy and physical skills. When designing learning activities they include suitable opportunities to enhance these skills. For example, while children develop creative skills by printing Christmas wrapping paper, practitioners encourage them to improve their numeracy skills by identifying and following repeating patterns. Throughout the setting, practitioners also ensure that children have frequent opportunities to engage in activities that develop these skills independently. For example, they ensure that

children have access to a worthwhile range of engaging numeracy activities in the sand and water areas, such as finding and counting boats in the water. The setting's provision to develop children's technology skills is effective. Practitioners provide suitable opportunities for children to use a range of equipment, such as voice recorders, cameras and an interactive whiteboard.

Practitioners work suitably to develop children's Welsh skills. Many use a few simple words and phrases in Welsh throughout the session. For example, they greet the children singing 'bore da'. They ensure that children have effective opportunities to see the written Welsh language throughout the setting and access a basic range of Welsh storybooks independently. However, practitioners do not encourage children to use the language well enough. As a result, children's Welsh language development is slow. The setting provides suitable opportunities for children to develop their understanding of the culture of Wales. For example, they take part in Urdd competitions and celebrate St. David's Day well.

Teaching: Adequate

All practitioners at the setting have close working relationships with the children. They understand them well and have a sound awareness of their needs. Practitioners have an effective understanding of foundation phase practice. They provide a suitable balance between adult-led and child-initiated learning. However, during focused learning activities practitioners do not consider well enough the children's level of understanding. They do not always plan activities that engage and challenge children at the correct level. As a result, in these sessions, children do not make effective enough progress.

Most practitioners give children helpful prompts and feedback during their activities that helps them to understand what they need to do and improves their learning. For example, they discuss ways in which the children can improve their models. Practitioners offer children a few opportunities to discuss the quality of their own work and that of their peers.

Through observation, practitioners monitor children's learning usefully. They collect a broad range of information on children's achievements and record this in the children's books effectively. They make good use of the foundation phase profile to assess children on entry and to measure their progress during their time at the setting. However, they do not always use the information they hold well enough to plan future learning at the correct level. The setting keeps parents well informed about their child's progress through frequent informal discussions and useful information evenings.

Care, support and guidance: Good

The setting has useful practices to help promote children's understanding of living a healthy lifestyle. For example, the setting's chef prepares a wide variety of fresh, nutritious food on site and practitioners teach the children to wash their hands before eating and after messy play. Practitioners give children effective opportunities to be active and to develop useful physical skills. For example, they develop worthwhile coordination when using bikes in the outdoors and when playing in the indoor ball-pool. All practitioners promote children's understanding of effective social skills, and encourage them to treat others with respect. They have high expectations of children's behaviour and demonstrate this consistently using language that children understand, such as 'walking feet' and 'kind hands'. As a result, children's behaviour is good.

The setting provides worthwhile opportunities for children's spiritual, moral and cultural development. Practitioners plan a useful range of learning activities to support this effectively. For example, the themed work on exploring how people from around the world celebrate Christmas allows children to understand a range of the different faiths and cultures well.

The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting supports children with additional learning needs effectively. Practitioners liaise closely with parents and this ensures that support at the setting matches children's needs well. Leaders liaise with external agencies, such as speech and language support services beneficially. They respond carefully to advice and as a result, support children to make worthwhile progress.

Learning environment: Good

Leaders and practitioners work diligently to create a caring, homelike environment. All staff are friendly and know the children well. They have positive working relationships with each other and with the children. As a result, children settle happily at the setting. Staff encourage good behaviour effectively and nearly all children are kind and tolerant of others. The setting is an inclusive community where all children have equal access to the curriculum and to all activities. Practitioners reinforce these values well by introducing children to customs from other cultures, for example different Christmas traditions from around the world.

Leaders have designed the interior of the building to ensure that it is colourful and welcoming. All children have beneficial access to a stimulating environment that includes a well-resourced sensory room. Practitioners arrange the plentiful resources skilfully so that children can access them freely, and this helps to develop children's independent skills well. Leaders are developing the outdoor area usefully and this helps to support children's learning suitably. As a result, children have access to a range of resources, such as bikes and cars that help them to develop useful physical skills. However, children do not have consistent, access to the outdoors.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

Leaders manage the playgroup effectively. They have a clear vision that focuses on providing a caring learning environment that sees things from a parents' point of view. This ethos drives all that they do. For example, they liaise with parents to personalise children's diets and ensure that these match well with children's needs. Leaders ensure that all staff at the setting work together well as a team and understand their roles and responsibilities. Together they create an effective learning environment for the children. Regular staff meetings focus on relevant priorities, such as planning children's learning, effectively.

There are sound arrangements to manage the performance of staff. Leaders undertake regular appraisals with all staff. This helps them to identify staff strengths

and discuss training opportunities with practitioners. On a few occasions, leaders use these meetings to identify individual improvement targets for a few practitioners. However, these processes do not always allow leaders to monitor the quality of practitioners work or identify individual improvement priorities well enough. The setting's leader organises training for staff appropriately. As a result, all practitioners have a secure understanding of the foundation phase principles and ethos.

Leaders have a detailed understanding of the setting. They understand national education priorities and plan for their implementation effectively. As a result, planned learning takes good account of the national literacy and numeracy frameworks. Practitioners are beginning to plan for future changes. For example, they have already strengthened provision for information and communication technology (ICT) in preparation for the introduction of the digital competence framework. As a result, most children develop effective skills in many areas of learning.

Improving quality: Good

The setting's self-evaluation document is clear and detailed. It evaluates nearly all aspects of the setting's work well. It sets out the recent actions that the setting has taken to improve its practices and outlines clearly what impact these have had on children. In terms of provision and practices, it identifies well what the setting needs to improve next. However, while leaders generally evaluate the work of the setting well to inform this document, they do not monitor the quality of children's learning experiences well enough. As a result, they do not always have a strong enough understanding of the strengths and shortcomings in children's learning and adult-led sessions.

The priorities in the setting's development plan derive clearly from the findings of self-evaluation. They focus well on areas that leaders know need improvement, such as the outdoor learning area. The impact of previous plans is evident in the setting. For example, plans to give children opportunities to be involved in planning their own learning have resulted in more effective provision and engaging learning activities in response to children's ideas. For many priorities and actions, leaders identify well what improvement they want in terms of its impact on children. This allows them to monitor the success of actions effectively. A few improvement priorities do not have effective success criteria and this can limit leaders' understanding of the impact of these actions.

Partnership working: Excellent

The setting has a highly beneficial range of partnerships that help to support its provision for children very effectively. There are excellent partnerships with parents that ensure that children settle well and continue to thrive at the setting. Practitioners liaise closely with parents when children begin at the setting and through their time there. They use the information they gather to personalise children's experiences effectively. For example, practitioners devise specific learning activities for individual children that support activities outside the setting. Leaders ensure that they support parents very well. For example, the setting's chef provides sessions to give parents useful guidance on healthy eating and healthy snacks for children. Leaders act diligently on parents' information and this benefits children's wellbeing. For example, parents of children with English as an additional language provide the setting with words and phrases that they can use to help their children. Practitioners use these

resources skilfully. Very effective communication ensures that a wide range of information is available to parents regularly. This includes clear information on children's progress and wider information that supports children's wellbeing, such as how much children eat each day and what foods they have eaten.

The setting uses its locality very well to develop innovative partnerships within the community. These contribute highly effectively to children's learning experiences and help them to develop their understanding of others. Children visit a local residential home on a weekly basis. They engage with the residents enthusiastically, taking part in a wide range of activities together, such as playing games, reading and singing nursery rhymes. Through this highly creative partnership, they have developed close relationships that benefit very well those at the home, as well as improving the children's communication skills and wellbeing. For example, children have developed more effective oracy skills as they listen to the residents patiently and learn to talk more confidently to a wide range of adults. The partnership helps children to develop a real understanding of their community and the range of people that live there.

The setting works effectively with the local authority through its advisory teacher. This gives leaders helpful guidance about how to develop the setting's provision, for example, on developing the outdoor learning environment. Leaders respond to this advice well. As a result, the setting makes continuous and useful improvements to its practices.

Resource management: Good

Leaders at the setting manage practitioners and resources effectively. They ensure that all practitioners who provide education for young children have appropriate qualifications. Leaders ensure that practitioners have good access to further professional development, including training offered by the local authority. As a result, they have an effective understanding of the foundation phase. However, leaders do not always match identified shortcomings in practice to ongoing training well enough.

Leaders manage the setting's finances well. They ensure that practitioners and children have access to an effective range of worthwhile resources that match well to the requirements of the foundation phase. In view of the strong standards achieved by most children, the setting provides good value for money.

Glossary of terms

Areas of Learning	<p>These are the seven areas that make up the Foundation Phase curriculum in English-medium settings. (Welsh-medium settings are not required to teach Welsh language development as this is already the language of the setting.) The Areas of Learning are as follows:</p> <ul style="list-style-type: none"> • personal and social development, wellbeing and cultural diversity • language, literacy and communications skills • mathematical development • Welsh language development • knowledge and understanding of the world • physical development • creative development
CSSIW	<p>Care and Social Services Inspectorate Wales (CSSIW) is a division of the Department of Public Services and Performance in the Welsh Government.</p>
Early Years Development and Childcare Partnership (EYDCP)	<p>This local authority partnership approves settings as providers of education. It also has the power to withdraw funding from settings which do not comply with the partnerships conditions of registration.</p>
Foundation Phase	<p>The Welsh Government initiative that aims to provide a balanced and varied curriculum to meet the different developmental needs of young children from three to seven years of age</p>
Foundation Phase child development assessment profile (CDAP)	<p>Foundation Phase on-entry assessment profile; a statutory requirement in schools from September 2011 and settings from September 2012</p>
Local authority advisory teacher	<p>These teachers provide regular support, guidance and training to non-maintained settings that provide education for three and four-year-olds.</p>
Mudiad Meithrin	<p>A voluntary organisation, which aims to give every young child in Wales the opportunity to benefit from early years services and experiences through the medium of Welsh</p>
Professional Association for Childcare and Early Years (PACEY)	<p>This is a professional membership association working with registered childminders to ensure local high quality home-based childcare, play, learning and family support.</p>

National Day Nurseries Association (NDNA)	This organisation aims to improve the development and education of children in their early years, by providing support services to members.
Wales Pre-school Providers Association (WPPA)	An independent voluntary organisation providing community based pre-school childcare and education