

# Banana Moon Day Nursery Westhill Day Care of Children

6B Peregrine Road  
Westhill  
AB32 6JL

Telephone: 07973 900 900

**Type of inspection:**  
Unannounced

**Completed on:**  
9 May 2024

**Service provided by:**  
Cygnus Enterprises Limited

**Service provider number:**  
SP2015012452

**Service no:**  
CS2018364923

## About the service

Banana Moon Day Nursery Westhill is registered to provide a care service to a maximum of 107 children at any one time, aged from 0 to an age to attend primary school, of whom no more than 32 are less than 2 years of age.

The service is provided in the Westhill area of Aberdeenshire. There are four playrooms, for different age groups, all on ground floor level. Generally the four rooms work as follows, however care is taken to support children's individual needs:

Baby Moons - 3 months - 17 months

Teenie Moons - 14 months - 2 years

Mini Moons - 2 years - 3 years

Full Moons - 3 years until attending primary school

There is an enclosed garden and an off-road parking area for parents.

## About the inspection

This was an unannounced inspection which took place on Wednesday 8 May 2024 between 09:30 and 17:50 and Thursday 9 May 2024 between 09:30 and 17:15. 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 seven parents and carers and received written responses from 25 parents and carers to our survey.
- Spoke with the staff and the management team.
- Observed practice and experiences for children.
- Reviewed documentation.

**Key messages**

- Children were supported by nurturing and caring staff who were responsive to children's changing needs.
- Clear and regularly updated information was recorded about each child's needs to help ensure effective care and support was provided.
- Children's play and learning experiences has been enhanced by them having access to a wider and richer range of resources across all the playrooms.
- The team had been working hard to ensure that children had more access to outdoor play and this should continue to be developed, particularly for the youngest children.
- To ensure a safe environment, staff need to develop their knowledge and skills in recognising and responding to potential risks.
- Children benefitted from a team who were committed to continuous improvement of the nursery which was leading to positive outcomes.
- Staff were suitably deployed to ensure that children were offered a range of experiences, were kept safe and had their needs met.

**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 several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

### 1.1. Nurturing care and support

Children were supported by nurturing and caring staff. Staff were responsive to children's changing needs providing gentle encouragement, cuddles and a soothing voice. Staff greeted children warmly and the children were happy to see the staff and readily approached them. This showed that positive relationships had been developed. Parents and carers told us that, "the staff are so friendly and really care for the children" and, "my child has bonded so well with many of the staff members and it is clear from the way staff speak and stories they tell, and handover they take a real interest in every child."

Staff demonstrated a respectful approach in their interactions with the children, giving thought to the language they used and their general interactions. Personal care was undertaken discreetly, recognising children's rights to privacy and dignity. It was also used as an opportunity for positive one to one interaction.

Mealtimes were a positive experience with nicely set out tables with tablecloths, flowers and menus. The children had some opportunities to develop their independence skills, such as buttering bread, selecting their cutlery and tidying their bowls and cutlery away. This could be developed further with more opportunities to self-serve their food and pour their own drinks. Older children would benefit from opportunities to be involved in preparing some of their food themselves, such as chopping up their own fruit for snack. Staff sat with children at all times to ensure that they ate safely. They reminded children where appropriate to slow down their eating or not put so much food in their mouth at one time. Snacks and meals were generally prepared in line with best practice guidance, supporting safer eating. We recommended that peel should be removed from apples for the two - three-year-olds to further reduce the risk of choking. The manager advised that this would be actioned immediately. Children were supported well throughout the mealtimes and snack times observed. Mealtimes provided an opportunity to socialise and staff facilitated positive and engaging conversations.

A system was in place to support staff manage children's allergies and dietary preferences and this was working well. We received positive feedback from a parent of a child with multiple allergies who felt that the team had worked closely with them on meal planning and medical interventions to ensure that their child's needs were fully supported.

Fresh water was available throughout the day, however children would benefit from more regular reminders and prompts to drink to support their hydration. More thought should be given to how water bottles for older children are stored to ensure that they are able to easily access and select.

Staff knew the children well. Personal plans were in place for each child, containing relevant information about needs, routines and preferences. These were regularly reviewed and updated to ensure that information contained within them was current and up to date. Parents and carers told us that they spent time with staff reviewing the personal plans and this supported partnership working.

Positive arrangements were in place for supporting children to sleep. Children's individual needs and routines were followed. Staff supported children to sleep by creating a calm environment and providing support which reflected individual needs.

### 1.3 Play and learning

Children were having fun and learning through their play. Regular singing opportunities and use of action songs engaged the children. Staff spoke in clear sentences, appropriate to the age and stage of children they were supporting. For younger children there was a lot of repetition of singular words and use of rhyme. This all helped to support language development. A range of books were attractively displayed in all four rooms and were also available outdoors. Staff took regular opportunities to read with children on a one-to-one basis or in small groups. There was more environmental print around the nursery including some safety signs in the construction corner. All this helped children to develop their early literacy skills. To extend this further the team could consider introducing more variety of reading materials including maps, menus and magazines.

There were opportunities for mark making throughout the nursery including pencils, chalks and some limited opportunities to paint. Plans were in place to develop mark making activities outdoors and the team were awaiting new resources arriving to support this.

More resources have been added to the rooms and outdoors to support children with numeracy including tape measures, different sized containers, measuring scales. Work should continue to develop this further.

Role play areas had been further developed to support children's imagination and creativity. The children benefitted from a number of real life items being introduced, such as pots and pans and kitchen utensils. This could be developed further with items to support children to chop, stir, measure and pour.

Children from all four rooms enjoyed some time outdoors. This was an area that the team had been working on. Most children were now outdoors more frequently and for longer, impacting positively on their physical and mental wellbeing and levels of engagement. There were less opportunities for the very youngest children to be outdoors. Parents and carers also commented upon this. This is an area that should be developed further.

On some occasions the local woods were being accessed to provide a more natural and stimulating environment for the children. This was an area the team wanted to develop further. Children had some lovely experiences, such as retelling 'The Gruffalo' story and then making 'Gruffalo crumble.'

The service had put in place individual education plans (IEP) for some children who needed a higher level of support with their learning. These needed to be further developed with information reflecting the team's good knowledge of the child. The IEPs need to clearly outline what is it that the child needs support with, how it will be supported, track the progress made, review and then consider any possible next steps.

Observations, progress and next steps were being recorded in individual profiles on the service's Blossom app. Although frequent observations of the children engaged in experiences were taking place and recorded, the evaluation of the learning was often missing. This then led to difficulties identifying relevant and appropriate next steps and tracking the children's progress. The service should further consider how best to evaluate and share children's progress and achievements and use this information to plan meaningful and relevant next steps for individual children.

Some rich experiences the children had received, such as a recent visit from the local cat and dog home and from a police officer and a pilot, were captured in a memory book. These provided very good learning experiences for the children and with skilful questioning and support could be reflected in the children's observations.

The children had been exploring the diversity within the nursery and it was a key aim of the service to ensure that children saw themselves and their families reflected within the setting. Food and dress from different cultures had been explored and differences discussed and celebrated. Where children spoke English as an additional language some staff had learned key words in the children's first language. This helped children to feel secure and included and should continue to be developed.

## How good is our setting?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

### 2.2 Children experience high quality facilities

Children benefitted from a bright and welcoming nursery. Rooms were well ventilated and were kept clean. Some children happily participated in cleaning up activities which helped to develop their skills and sense of responsibility. In the baby room extra care needs to be taken to ensure the floor is swept regularly so that babies are not putting things in their mouth.

Children were regularly supported to wash their hands at key times of the day to support infection prevention and control. Staff were also mindful of the need to wash their hands on a regular basis and following key activities.

The environment had continued to be improved since the last inspection. A parent told us, "Banana Moon is a welcoming, fun and kind environment for my child to thrive in." The playrooms were all inviting spaces and the furniture was of a high quality. It was positive to see adult sized sofas throughout the rooms which enabled some lovely interactions between staff and children. Homely areas were in place which were enjoyed by children who wanted to have some quiet time and to relax. A range of books were attractively displayed and staff were reading to children regularly which helped support literacy. Role play areas had been further developed and included more real-life items including weighing scales, telephone, plants, clock, pots and pans and kitchen utensils. This should continue to be developed further so that children have opportunities to do a wide range of activities including chopping, stirring and pouring.

Two safety issues were identified during the inspection. A wooden pallet was resting against a wall in one of the playrooms and fell over. The piano located in one of the playrooms needed the piano lid permanently secured to ensure that it would not close and potentially injure a child. Both of these issues were addressed during the inspection, however staff need to get better at identifying risks and taking appropriate action to minimise them (**see area for improvement 1**).

Staff checked the outdoor space before they took any of the children out. They also spoke to us about the safety checks they undertake to ensure the children were kept safe. They had discussed the Care Inspectorate SIMOA materials in their team meetings to develop and refresh knowledge about how to keep children safe. They also supported the children to think about their own safety. Children were regularly

counted and the children from each room wore different coloured vests which helped to ensure they were all accounted for.

### Areas for improvement

1.

In order to ensure a safe environment for children the manager and staff should further develop systems for identifying potential hazards and take prompt action to address these.

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

'My environment is secure and safe' (HSCS 5.19).

### 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

Children benefitted from a team who were committed to continuous improvement of the nursery. A number of changes had been made since the last inspection which had impacted positively on children's outcomes.

The team had worked hard to try and encourage greater feedback from parents and carers to help them evaluate the quality of the setting. Different approaches had been introduced. Parents and carers did feed back that they were asked for their views on a regular basis, either verbally and through questionnaires. One parent told us, "we are always asked for anything we would like to change or anything we could suggest" and another that, "the nursery frequently ask for feedback and appear to consider it when developing their action plans." The team had received little feedback about how the service could improve. However, the suggestions they did receive had been considered and actioned. The manager told us that they would continue to try different ways of encouraging feedback.

Self evaluation was being undertaken by the team to consider what they were doing well and what they could improve. They were using 'A quality framework for daycare of children, childminding and school-aged childcare.' This however was still in the early stages and should be developed further, with staff really thinking about improvements they are making and linking this to outcomes for the children.

An improvement plan was in place for the setting. The staff team were consistent in identifying the outdoor space as being the main focus for improvement. They were able to give examples of how they were progressing with this. They were motivated to develop this further and create more opportunities for curiosity and creativity. Other areas had been identified in the improvement plan, including meal time experience, developing further personal plans and further improving the environment. We noted that the service had progressed in all areas they had identified as areas for improvement. In order to support them with this some of the staff had been visiting other nurseries to see modelling of good practice which they could then implement at their setting. Staff had also received regular training in each of the key areas for improvement, followed up with questions to ensure that they had understood the training and the impact that this could have on children's outcomes. Audits and observations were being carried out on a regular basis. Any issues identified were fed back to staff at the time and then followed up to ensure that advice provided had been acted upon.

An improvement floor book has been introduced since the last inspection which provided a more visual and accessible way of showing the improvements that had been made and how this had led to positive outcomes for the children.

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

## 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 spoke of working as a team and were observed to regularly communicate with one another. Staff supported one another across the rooms to ensure children's needs were being promptly met. We observed there to be plenty of staff in each of the rooms and this ensured consistent, responsive care and support was provided to children.

Staff talked about a wide range of training, through both informal and formal training courses, and discussion at team meetings which had taken place to help develop their practice. They were able to talk about their learning from this training and how this had helped them to better support the children they were caring for. As well as core training, staff had developed their knowledge of working with two year olds, outdoor maths and science, schematic play and intensive interaction. This was having a positive impact on outcomes for the children. Staff presented as being knowledgeable and were confident in their practice.

Regular head counts were undertaken and staff were vigilant in their supervision of the children. At all times during our visits the staff were effectively deployed both indoors and outdoors to support the children's individual needs and keep children safe.

Arrangements were in place to promote continuity of care across the day and ensure positive transitions for the children. Key times of the day, such as drop off and collection times and mealtimes, were recognised and planned for. 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.



## 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 support children's health and wellbeing the manager and staff should ensure that all children experience mealtimes that are relaxed, create sociable, positive experiences and support independence.

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

'My care and support meets my needs and is right for me' (HSCS 1.19).

**This area for improvement was made on 26 April 2023.**

#### Action taken since then

Meal times were a positive and sociable experience and enjoyed by the children. Opportunities for children to develop their independence skills had been progressed.

This area for improvement was found to have been met.

#### Previous area for improvement 2

To support the care and learning of children the manager and staff should ensure children's personal plans meet their individual needs, choices and wishes.

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

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15); and

'I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27).

**This area for improvement was made on 26 April 2023.**

#### Action taken since then

Children's personal plans had been improved since the last inspection. They were now more meaningful and were reviewed and updated regularly to ensure that current needs were reflected.

This area for improvement was found to have been met.

#### Previous area for improvement 3

To provide high quality child led play and learning the provider, manager and staff should ensure children receive consistent levels of play experiences that support their learning and development. This should include:

- A range of good quality, developmentally appropriate resources available both indoors and outdoors.
- Support from staff to provoke curiosity, imagination and problem solving.

- A balance of responsive and intentional planning supports children's choice of activities and experiences.

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

'As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling' (HSCS 1.30); and

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

**This area for improvement was made on 26 April 2023.**

### Action taken since then

Play and learning experiences for children had improved since the last inspection. Please refer to 'quality indicator 1.3 - Play and learning' for more information.

This area for improvement was found to have been met.

### Previous area for improvement 4

To support children's learning and their health and wellbeing the manager and staff should ensure that all children are able to access outdoor play every day.

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

'As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32).

**This area for improvement was made on 26 April 2023.**

### Action taken since then

Children were getting outdoors on a daily basis and for longer period of time. Opportunities for very young children could be improved further, however this area for improvement was found to have been met.

### Previous area for improvement 5

To ensure that children are kept safe and healthy the manager and staff must ensure that robust infection prevention and control practices are in place which are supported by effective quality assurance systems.

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

'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishing and equipment' (HSCS 5.24).

**This area for improvement was made on 26 April 2023.**

### Action taken since then

Infection prevention and control practices had improved since the last inspection.

This area for improvement was found to have been met.

## Previous area for improvement 6

The provider and manager should ensure that quality and assurance, along with regular self evaluation, leads to high quality, sustained improvements to children's experiences. This should include but not be limited to:

- Improving staff's knowledge and understanding of the document 'A quality framework for daycare of children and childminding and school aged children' and use this as part of their self evaluation work.
- Supporting staff to develop their knowledge and skills and ensuring the impact of training is regularly reviewed.

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

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

**This area for improvement was made on 26 April 2023.**

### Action taken since then

A number of changes had been made since the last inspection which had impacted positively on children's outcomes.

Self evaluation was being undertaken by the team to consider what they were doing well and what they could improve. They were using 'A quality framework for daycare of children, childminding and school-aged childcare.' This however was still in the early stages and should be developed further with staff really thinking about improvements they are making and linking this to outcomes for the children.

A high level of training and support had been provided to the team to develop their knowledge and skills. This was having a positive impact on children's outcomes.

This area for improvement was found to have been met. Staff should however continue to build on self evaluation.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 ਵਿਚ 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.