



Arolygiaeth Gofal  
**Cymru**  
Care Inspectorate  
**Wales**



**Estyn**

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

**A report on**

**Banana Moon Day Nursery Bridgend**

**Unit A, The Triangle  
Brackla  
Bridgend  
CF31 2LL**

**Date of inspection: January 2025**

**by**

**Care Inspectorate Wales (CIW)**

**and**

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

## About Banana Moon Day Nursery Bridgend

Name of setting	Banana Moon Day Nursery Bridgend
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Angela Minton
Person in charge	Ruth Couch
Number of places	59
Age range of children	12 weeks to 4 years
Number of 3 and 4 year old children	11
Number of children who receive funding for early education	11
Opening days / times	Monday to Friday 7.30am-6.30pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is not making a significant effort to promote the use of the Welsh language and culture.
Date of previous CIW inspection	09/02/2022
Date of previous Estyn inspection	22/12/2017
Dates of this inspection visit(s)	21/01/2025
Very few children speak Welsh at home.	

## Summary

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

## **Non-compliance**

No non-compliance was identified during this inspection.

## **Recommendations**

- R1. Develop more opportunities for children to build independence to solve problems
- R2. Provide opportunities for children to learn about their own and other people's lives, beliefs and cultures
- R3. Ensure that supervisions and appraisals are undertaken regularly

## **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 are happy when they arrive and enjoy being greeted warmly by their keyworkers, which helps them to settle into their routines well. They chat happily to practitioners, eagerly inviting them into their play and coming to them for comfort or reassurance if needed. Nearly all children are familiar with routines and expectations at the setting, and this adds to their strong sense of belonging. For example, older children enter the setting happily and choose what they would like for breakfast. Younger children enjoy preparing the tables and chairs ready for their snack and join in singing familiar nursery rhymes.

Most children participate well in their learning and play and make suitable choices and decisions. They enjoy the freedom to move around the learning areas and choose activities that interest them. For example, they enjoy using the interactive screen with their friends or mark making in the coloured sand. Most children confidently express themselves. For example, they readily tell staff about events in their home lives whilst playing.

Nearly all children are starting to form appropriate friendships according to their age and stage of development. They play happily with or alongside each other and are beginning to co-operate and share resources well. For example, children wash dolls alongside each other in the water tray, ensuring that they leave enough room for other children to join in. Nearly all children are learning to consider the needs of others. They show a developing respect for property and people. For example, children help mop up a spilled drink, putting the wet paper towels in the bin afterwards.

Most children enjoy beneficial play activities and develop their skills effectively while experimenting and learning. Older children ask questions about their environment and are eager to learn new vocabulary. For example, children respond enthusiastically to using new Welsh vocabulary after it is modelled to them by practitioners. Many children concentrate for a suitable amount of time that is in line with their stage of development and enjoy periods of extended play.

Nearly all children show an increasing level of independence during their time at the setting and have many worthwhile opportunities to develop these skills further. For example, older children serve themselves tomatoes at lunch time and many pour themselves drinks. They independently access the toilet facilities and wash their hands, with encouragement from staff where needed. Nearly all younger children feed themselves and attempt to use cutlery independently.

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

Most children are enthusiastic during activities and make good progress in their learning. They use a wide range of skills well, which improves their knowledge and understanding purposefully. Most children listen carefully to instructions and follow them sensibly, for example when hunting for sticks to build a bird's nest. They speak enthusiastically with each other while engaged in extended periods of small world play. Many respond to others' suggestions positively and share ideas about how to complete tasks. for example when exploring new resources in the outdoor classroom.

Many children show a developing understanding of the Welsh language, with guidance and encouragement from practitioners. They enjoy taking part in traditional rhymes, enthusiastically joining in with the actions. Many children listen attentively to stories and enjoy speaking about different parts of the book with an adult. They show interest when looking at the different pictures and are beginning to respond to questions thoughtfully. For example, they enjoy talking about the different families in a story they've been enjoying together. During their play, many children make purposeful marks using different media such as chalk and coloured pens. They are beginning to develop their early writing skills effectively and confidently experiment with making marks in sand and foam.

Most children use appropriate mathematical language in real life contexts, for example stating that they need more water in their cup after drinking. They have effective numeracy skills and enjoy experimenting with a wide range of mathematical equipment. They count confidently when selecting different resources to make their dough faces. Most compare the different sizes of sticks in the outdoor classroom.

Most children develop good physical skills by riding bikes on the yard and balancing as they climb on the steps for the slide or navigating the slopes of the outdoor space. They enjoy working together to adapt their ideas, for example when transporting a tower of bricks on the back of a tricycle. These positive attitudes to everyday experiences have a good effect on children's learning and their social skills.

Most children explore digital devices confidently. They enjoy using a programmable toy and counting the number of moves. They also work together to control the direction of electronic toys and are full of enthusiasm as they show practitioners what they have done. Most children demonstrate good creativity. They enjoy role play in the outdoor shop, and express themselves through music, creative movement and dance.

## **Care and development: Good**

Practitioners follow clear systems and procedures to ensure that children are safe and healthy. They understand their roles and responsibilities well and adhere to the setting's daily practices. Practitioners have appropriate training to ensure that they know what to do in the case of an accident.

Practitioners have a thorough understanding of their responsibilities in relation to child protection. Practitioners record children's attendance and their own times of work accurately. They keep appropriate records of accidents, incidents, and pre-existing injuries, which include signatures of practitioners and parents. Leaders maintain an effective system for monitoring these records to identify patterns and trends. Practitioners ensure that allergies are dealt with in a safe and effective manner and all medical information is recorded in line with recommended guidelines. Leaders review and analyse procedures regularly and make amendments when necessary. As a result, the setting's arrangements for safeguarding children meet requirements and give no cause for concern.

Practitioners promote healthy lifestyles by providing children with a good variety of nutritious snacks and freshly prepared meals. They ensure that children have access to regular and enjoyable outdoor play experiences, and benefit from physical exercise and fresh air. Practitioners follow good hygiene practices in line with infection control guidance, for example wiping tables before children sit down to eat. Most practitioners encourage children to develop good hygiene routines, such as washing their hands before eating. However, this is not consistent practice throughout the setting.

Practitioners have a warm, reassuring and comforting manner with children. They follow the setting's behaviour policy well, modelling positive behaviour strategies. Practitioners facilitate children's social development successfully by encouraging them to help with simple tasks. For example, they encourage children to help tidy up at the end of the session. Practitioners celebrate children's kindness, positive behaviours or when they succeed in their tasks. This has a positive effect on children's self-confidence and develops their understanding of respect and support of others.

Practitioners promote children's play, learning and development successfully. They provide purposeful areas of learning, which are led by the children's interests. Practitioners have a thorough knowledge of children's individual needs and preferences and ensure that they use this information to support and promote their well-being effectively. Practitioners identify and support children with additional needs appropriately. They work successfully with parents, carers and outside agencies to ensure the best outcomes for children.

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

Practitioners' effective teaching methods motivate children to engage well in their learning. This has a positive impact on the development of children's skills, knowledge and understanding. Practitioners provide activities that encourage children to work together purposefully and develop their social skills successfully. For example, they encourage children to compare different fruit and vegetables in the home corner, talking about the smell, texture and shape.

Practitioners promote and encourage discussions with children while they take part in learning and play experiences. For example, they motivate children to create their own faces from their reflection in a mirror. Practitioners intervene appropriately during activities but do not always provide enough opportunities for children to think for themselves and to solve problems independently of adult support. Practitioners plan an interesting and relevant curriculum, which takes account of children's interests effectively. They adapt their planning sensibly to maintain children's interest and enthusiasm. This ensures that children learn through a variety of interesting challenges, such as building towers using 3D shapes and using feathers and natural resources to create representations of their faces.

Practitioners plan opportunities to develop children's literacy skills and question them purposefully during play, especially indoors. For example, children discuss different 2D shapes and talk about their families in relation to stories they have been enjoying. Practitioners develop children's Welsh oral skills appropriately and provide good opportunities for children to sing traditional Welsh rhymes. They develop children's numeracy and digital skills effectively. They challenge children purposefully to count leaves and loose parts and to measure height with a tape measure.

Practitioners use their observations of children's achievements effectively to record progress and to plan the next steps in their learning. This also helps them to provide parents and carers with beneficial information about their children's achievements in a variety of ways, which includes a secure app linked to each child.

Practitioners encourage children to experiment and take risks in their play, which develops their physical skills successfully. For example, they support children to climb on adventure equipment and to ride bikes. They also provide effective creative activities, such as inviting visitors to the setting to explore dancing and movement. As a result, most children remain fully engaged in their play.

Practitioners promote Welsh culture well, by celebrating St David's Day and creating crafts for St. Dwynwen's Day. However, practitioners do not provide enough meaningful



opportunities for children to develop their spiritual, moral and cultural awareness, for example by learning about other people's lives, beliefs and culture.

### **Environment: Good**

The environment is safe and secure. Practitioners ensure that external doors are always locked, and only authorised persons have entry to the setting. They ensure that a record of all visitors is maintained. Leaders have developed risk assessments for different areas and activities throughout the setting and these are shared with staff. Practitioners are proactive in undertaking daily safety checks of the environment and specific activities, ensuring that risks are minimised.

The setting is welcoming and well maintained. Practitioners follow effective procedures to keep the environment and equipment clean and in good condition. Children have access to child sized furniture, such as tables and chairs as well as low-level toilets and sinks, which promote their physical development and independence skills successfully. Leaders hold regular fire drills, allowing children to familiarise themselves with what to do in an emergency. Leaders ensure that routine maintenance checks for the building and all appliances are undertaken appropriately.

Practitioners ensure that they celebrate children's creativity and successes through displays of their work and photographs of them at play. They encourage parents and carers to send family photos into the setting to be displayed for the children to see and refer to. This helps to create a sense of belonging for all. The indoor space is arranged effectively to provide stimulating play and learning areas, whilst there are also calm and comfortable spaces for children to read and relax. Practitioners encourage children to explore the different lights, sounds and textures of sensory toys situated throughout the setting. Resources are stored at a low level to enable children to choose independently and pursue their individual interests. As a result, children are familiar with gathering and returning equipment to the appropriate places.

Practitioners have created a well-used outside area that enables children to experience a range of learning opportunities and to develop their physical skills. A small outdoor learning room provides opportunities for children to develop creativity through exploring a mixture of natural and manmade resources. As a result, children learn about the natural environment and deepen their knowledge and understanding of the world. Practitioners use authentic resources as well as developmentally appropriate toys, providing children with rich opportunities to play and learn.

## **Leadership and management: Good**

Leaders use effective strategies that focus on improving provision and children's outcomes. They have a clear vision and work together conscientiously to provide effective care and support that enhances children's learning. There is a clear statement of purpose that accurately reflects the provision. As a result of their positive attitudes and robust practices, leaders ensure a nurturing learning environment that provides purposeful experiences for children, particularly indoors. Leaders undertake some supervision and appraisal, but this is not fully embedded in the setting's practices.

Leaders ensure that practitioners provide children with strong and positive pastoral care. This creates a strong sense of belonging within the setting. The caring and nurturing ethos encourages children to do their best and persevere during learning and play sessions. Leaders and practitioners work together well as a team and attend appropriate training to improve their teaching and care practices. As a result, they are motivated and eager to succeed. Leaders also ensure that they update the setting's statutory documents, policies and practices regularly and they follow safe recruitment processes diligently.

Leaders focus on introducing well-planned improvements to develop the provision further. They undertake effective self-evaluation processes, which lead to accurate targets for improvement. This helps them to identify strengths and areas that need attention. For example, they have focused recently on improving observations and assessments, in addition to updating parents on their child's developmental progress.

Leaders consider the views of everyone who is involved with the setting effectively. They hold beneficial discussions with all stakeholders to improve provision, and act upon advice from support agencies. As a result, leaders have adapted their use of the setting's communication App to provide regular information for parents on their child's learning experiences.

Leaders have established a range of beneficial partnerships to help support children's creativity, imagination and social skills. For example, the setting visits the nearby forest for woodland learning sessions and alpacas visit the setting to support emotional connection. Members of the emergency services visit the setting to discuss their roles within the community and drama and music groups provide creative opportunities to develop children's curiosity and imagination.

Leaders allocate resources efficiently and use the budget carefully by prioritising expenditure against the setting's priorities. For example, they have improved the provision in the indoor learning areas and provided an effective range of digital resources for children. They use grants well to improve the physical features of the outdoor space.

## 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](http://www.estyn.gov.wales))

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

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

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