



Childcare Inspection Report on

Busy Beehive

**St Aidans Church in Wales VA School
Wiston
Haverfordwest
SA62 4PS**



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Description of the service

Busy Beehive has been registered as a full day care service since January 2018. The service is provided for a maximum of 16 children from the age of two years until they start full time school. The service operates from 8:15am until 1pm, Monday to Friday, during school term time. The responsible individual is Sarah-Jayne James, on behalf of the registered organisation, Busy Beehive. Carol Adams is the person in charge on a day-to-day basis. The care is provided through the medium of English, although some incidental Welsh is introduced.

Summary of our findings

1. Overall assessment

Children are settled and relaxed at the service. They interact well and really enjoy their play. They are appropriately supported in their development by experienced and caring staff. The environment is very suitable and the leadership and management of the service is developing.

2. Improvements

Following our visit, the responsible individual made changes to staff working hours to ensure that there were always at least two members of staff on duty. She also confirmed that clearer records were being kept regarding hours of attendance.

3. Requirements and recommendations

We made some recommendations and these are detailed at the back of this report.

1. Well-being

Summary

Children are very happy, settled and relaxed at the service. They enjoy their play and have good opportunities to develop their skills. They co-operate well with each other and staff and they have some opportunities to develop their independence and make choices.

Our findings

1.1 To what extent do children have a voice?

Children can make choices. They are listened to most of the time.

Children could make their own choices of what to play during a free play session and they also made choices within focused activities. For example, they chose what they would like to make from play dough. Children asked for help when they needed it and staff responded promptly. For example a child asked for help to hang a coat up and another asked for help to cut sausages at lunch time. When they spoke with staff individually or in a group situation, their contributions were valued. For example, when a child excitedly showed a member of staff a key, the member of staff responded positively saying, "*I wonder where that goes?*" and when a child made a comment during story time that "*horsies can bite you*", a member of staff developed it into a little discussion about safety and what horses eat. However, when a child said that they had had enough of a focused group activity, they were asked to stay where they were and continue to play play-dough and then do another group paint activity sitting at the table.

Children have a voice most of the time.

1.2 To what extent do children feel safe, happy and valued?

Children are settled and relaxed.

Almost all children were happy on arrival at the playgroup, including a child who was attending for only the second time. One child was a little unsettled because they had left their comfort item behind but soon settled with reassurance and distraction from staff. The playgroup staff also ran a parent and toddler group once a week which parents could bring their children to in order to familiarise them with staff and the environment before beginning at the service. Children were able to bring their comfort items to the playgroup and they were supported to gradually let them go. For example, we saw one child put their special item in their bag until the end of the session, with support from staff. Children were cared for in a small group and therefore had lots of individual attention. They were relaxed as they played during our visit and they happily approached staff to make requests and sit on their laps.

Children feel very safe, happy and valued.

1.3 How well do children interact?

Children co-operate and form friendships. They are learning to treat each other with kindness.

We saw children taking turns and co-operating. For example, two children pushed a toy bus back and forth to each other across a table. One child spontaneously announced that they really liked one of their peers. When a member of staff asked a child to give some of their play dough to another child, they did this willingly. Most children tidied up when it was time to do so and they said "*please*" and "*thank you*", sometimes with prompting. A child asked another child, politely "*Can you move your chair please?*"

Children interact well.

1.4 To what extent do children enjoy their play and learning?

Children are engaged in activities and show enjoyment and pride in what they do.

Children maintained interest in their freely chosen activities for appropriate lengths of time. A child had a huge smile when building blocks with a member of staff and watching them wobble and fall over. They were very keen to show us and tell us about the items which they were making from play dough, which included a tent, a cake and a cow! Children were mostly very focused on the story read to them by a member of staff, looking intently and talking about the pictures they could see. Children smiled broadly during singing time and most joined in enthusiastically with singing and doing the actions for 'Dingle Dangle Scarecrow.' Parents, who had completed CIW questionnaires, strongly agreed that their children enjoyed attending the service.

Children really enjoy their play and learning.

1.5 How well do children develop, learn and become independent?

Children have varied opportunities to develop their individual skills through play activities. They have some opportunities to practise their independence.

Children had opportunities to use a variety of skills during our visit. For example, they identified colours when playing with play dough and building blocks. One child who needed more support with developing this skill was encouraged to collect blue items from around the nursery. We heard children counting to ten on a number of occasions and they communicated effectively when chatting with the staff, singing, and talking about a story. They had an opportunity to practise their gross motor skills by doing action songs and they practised their fine motor skills by doing jigsaws, painting and moulding play dough.

Children did some things themselves. For example, they tried to hang their coats up, they carried their own lunch boxes, opened them and ate independently and they got their own tissues with some prompting. When pouring milk, one child was given the milk to pour immediately themselves and for some children, staff initially did it and said "*you can pour when you have finished that*". The staff also gave children their fruit, took their aprons off

them and hung them up and took the plate from a child who had a school dinner rather than giving them opportunities to do these things themselves.

Children learn and develop well and they have generally appropriate opportunities to develop their independence.

2. Care and Development

Summary

Staff are experienced practitioners who treat the children with affection. They have the relevant training and they follow procedures to keep children safe and healthy. Staff generally manage behaviour positively and they adequately support children to develop their individual skills.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff follow procedures to keep children safe and they promote a healthy lifestyle by offering healthy food.

Both permanent members of staff had up to date paediatric first aid training. The member of staff who prepared the food had current food hygiene training and both members of staff had completed up to date child protection training online. We discussed a hypothetical child protection scenario with a member of staff and they were confident about the procedure they should follow if they had concerns about a child. We saw a health care plan for one child who had specific medical needs but there was not one available for another child who also had specific medical needs. However, in discussion with the person in charge, she was confident of the symptoms to look for and when medication should be administered. Following our visit, the responsible individual confirmed that there was a healthcare plan in place for all children who needed one. Both permanent members of staff had undergone training to administer specific medication to meet the needs of the children. A member of staff explained the nappy changing procedures to us and these followed good hygiene practices. There were gloves and aprons available.

Staff gave children healthy snacks of fruit with milk to drink. They gave children breakfast of brown toast if they had not had any before arrival. During our visit, the staff did not take the children outside to play as it was raining and not all children had coats. However, staff told us that otherwise, they take the children out regularly.

Staff keep children suitably safe and healthy.

2.2 How well do practitioners manage interactions?

Staff used positive behaviour techniques most of the time but on occasions gave the children mixed messages.

Staff boosted children's self esteem by giving them lots of praise. For example, a member of staff said, "*Good sharing*" when a child shared play dough with another child. A member of staff also said, "*You're doing a lovely job there,*" about a child's painting and we heard

them saying “*Da iawn*” to children. They treated the children affectionately and sat them on their laps. Staff mostly dealt positively with unwanted behaviour. For example, a member of staff gently lead a child by the hand from the door when they were not supposed to be there and also calmly explained to a child that it was someone else’s turn to use a chair. However, there were two instances when a member of staff raised her voice and staff occasionally gave children mixed messages. For example, one member of staff told a child to wash their hands and another told them to come back. On another occasion a member of staff talked to a child about what they would like to play when they had enough of an activity and another member of staff told the child to come back to the activity.

Staff manage interactions appropriately on the whole.

2.3 How well do practitioners promote children’s play, learning and development and meet their individual needs?

Staff have the relevant skills to develop children’s individual skills. They have some processes in place to monitor and plan for children’s development.

Staff caring for the children during our visit were experienced practitioners who had been working in the child care field for many years. They had suitable level three child care qualifications. They modelled skills for children and encouraged them to use them. For example, during the play dough activity they showed children how to “*roll it backwards and forwards*” and they encouraged children to count to ten in Welsh when giving out the mats for play dough and at other times. They celebrated children’s achievements, such as clapping and giving praise when a child, who was toilet training, used a potty. They gave a child a targeted activity of finding blue items as they were aware that the child needed more practice to identify colours. We saw some examples of planned activities from the previous term in the planning file which identified the specific skill to be developed and commented on children’s progress. We also saw that staff had made general observations on the children’s individual development. However, there was not a clear plan for the day on which we visited and there was no planning overview to ensure that a range of skills were targeted.

Staff adequately promote children’s play learning and development and meet their needs appropriately.

3. Environment

Summary

Leaders provide a very suitable environment based in a school setting. The children have plenty of indoor and outdoor space in which to play and lots of good quality resources to choose from. The environment is comfortable and bright.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Leaders take action to minimise or reduce risks to children.

Leaders had conducted risk assessments on the environment and we saw that there were suitable control measures in place, such as a safety gate to prevent children accessing the kitchen and a guard around the heater in the play area. The premises were secure as there was an enclosed outdoor play space, the door to the indoor area was kept locked during the session, and there was a record of visitors to the service. During our visit, there was an issue with a leak from the ceiling in the toilet area and one of the toilets had been closed off as a precaution. However, the responsible individual had reported this to the owners of the building and it had been assessed by a maintenance person. The responsible individual confirmed that there was no concern that this could pose a risk to children's safety. Although the service had been awarded a 3 rating by the Food Standards Agency (FSA), we saw evidence that leaders had taken action in relation to each of the points raised in the report on the FSA inspection. For example, they had begun wearing aprons for changing nappies, they monitored the fridge temperature to ensure that it stayed at the recommended level and they ensured that the outside door was kept closed. Staff stored children's lunches in the fridge and kept a log of the food items that they had bought, in case of any queries regarding allergens. Leaders confirmed that fire drills took place on a regular basis in conjunction with the school where the service is situated.

Leaders ensure that the environment is suitably safe.

3.2 How well do leaders ensure the suitability of the environment?

Leaders provide the space and facilities that children need, ensuring that all areas are accessible and designed with the child in mind.

Leaders provided two separate, but open, play areas in the indoors and there was easy access to the toilet facilities. The outdoor play area was directly accessible, as was the main school building in which the responsible individual was based and the children went to have their lunch. The indoor environment was comfortable and bright with relevant displays such as a display of 'Apple Tree Farm', the series of books that the children had been looking at and posters of numbers one to ten. Leaders had ensured that there was some Welsh language on display, such as vocabulary for weather and colours and prompts for

staff to use the language. The outdoor environment was a large yard with plenty of space for children to ride on wheeled toys and run around and it also contained a sand pit and a mud kitchen.

Leader ensure that the environment is very suitable.

3.3 How well do leaders ensure the quality of resources and equipment?

Leaders provide resources which are suited to the stages of development of the children attending.

Leaders had ensured there were plentiful resources for children to have a choice. These were suited to different interests and the age of the children who attended. Examples included: role play resources, a chalk board and chinks, a large, empty cardboard box, construction toys, jigsaws and books. These were easily accessible and mostly visible as they were stored at a low level on the floor or in open boxes. There were lots of trikes and scooters available in the outdoors and the person in charge told us that the staff at the school were happy to share resources with the playgroup also. There were suitably sized tables and chairs available for the children. However, when the children did an activity as a whole group around the table, there were not enough chairs for all of the children who were present to be seated.

Leaders provide good quality resources and equipment.

4. Leadership and Management

Summary

Leadership is appropriate. The service has been in operation for less than a year and leaders are developing processes for record keeping, self evaluation and management of staff. There are effective partnerships with parents and the staff of the school in which the service is situated.

Our findings

4.1 How effective is leadership?

Leaders operate policies and a statement of purpose that contain relevant information.

The statement of purpose contained the required information and was an accurate reflection of the service that we saw in practice. We looked at a number of the policies for the service including policies on behaviour, child protection and confidentiality and we found that they generally contained the necessary information. However, the child protection policy did not contain information about the procedure to be followed if an allegation should be made against the responsible individual and the telephone number for CIW was incorrect. Leaders had ensured that there were contact details on display for prompt referral of safeguarding issues and a statement as to who the designated person responsible for child protection was and the deputy. There was current Employers' Liability insurance in place.

Leadership is generally effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders take action on recommendations given by outside agencies. They are beginning to plan for reviewing the quality of care provided.

Leaders were planning to give questionnaires to parents regarding the possibility of providing after school care as part of the service. They had sought funding to support the delivery of the service through a supermarket scheme and fundraising. They acted on recommendations by the Food Standards Agency and they took immediate action to address the staffing levels following our first visit, as well as taking action to improve record keeping in relation to attendance. The responsible individual understood that she would have to complete a quality of care review and report on an annual basis once the service has been in operation for a year.

Self evaluation and planning for improvement is developing.

4.3 How effective is the management of practitioners, staff and other resources?

Leaders had procedures in place for the safe recruitment of staff and volunteers but not all of the documentation was readily available for inspection. They are developing processes for management of staff and record keeping.

We checked the staff files for the permanent members of staff and found that the majority of the recruitment information was in place. There was not information regarding the suitability of a volunteer available during our visit. The responsible individual confirmed, following our visit, that the information we did not see was in place. The responsible individual had a plan in place to complete annual appraisals and she understood, following discussion, that she should also conduct one-to-one supervision meetings. Leaders ensured that staff had the necessary training for their roles. The responsible individual had an awareness of 'Prevent' duty and had arranged for staff to do refresher training on this. We checked a sample of attendance records and found that, for a time at the start of most days, there was only one member of staff on duty. The responsible individual took immediate action to address this and confirmed that two members of staff would be on duty every day from when it opened. She also confirmed that clearer records of times of arrival and departure of children and staff were being kept following our visit. We checked the accident records of the service and found that parents had not always signed to show that they had been informed of an accident. The responsible individual confirmed that she often speaks to parents on the telephone due to children going home on the bus and kept a separate record of this. The responsible individual confirmed that there was car insurance for business use in place for the car that was used to transport children on occasions. She also confirmed that the service was registered with the Information Commissioner's Office (ICO).

Management of staff and other resources is appropriate.

4.4 How effective are partnerships?

Leaders communicate with parents about the service and about the children's needs.

We checked a sample of children's records and found that all of the necessary information was in place. Leaders told us that they gave copies of the statement of purpose to parents and that they can request policies. They also provided information for parents on a noticeboard near the entrance to the service. We saw evidence that the staff and the responsible individual communicated regularly with parents about their children's changing needs. Parents, who had completed CIW questionnaires, confirmed that it was easy to discuss any general issues or worries that they had about their child. The responsible individual was also the head teacher of the school in which the service was situated and there was good communication between the staff of the playgroup and the school to ensure consistency for children who attended both. Children had lunch in the school, under the

care of the playgroup staff and we understood that the school staff were willing to share resources with the playgroup.

Partnerships are effective.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Not applicable as this was the first inspection of the service since its registration.

5.2 Recommendations for improvement

We recommended that the responsible individual should:

- Ensure that staff communicate effectively so that children have consistent messages;
- further develop opportunities for children to practise their independence;
- update the child protection policy;
- ensure all documentation regarding staff and volunteers' suitability is available for inspection;
- further develop the planning for the service; and
- acquire enough suitably-sized chairs for the number of children attending if they are expected to all be seated for a group activity.

6. How we undertook this inspection

This was a full, unannounced, post-registration inspection undertaken as part of our normal schedule of inspections

One inspector visited the service on 17 September 2018 for approximately four and a half hours. We:

- inspected a sample of documentation and policies;
- observed children's engagement and the care being provided by staff;
- spoke to the children, staff and the responsible individual;
- read two questionnaires from parents; and
- provided feedback to the responsible individual by telephone on 18 September 2018.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Sarah-Jayne James
Person in charge	Carol Adams
Registered maximum number of places	16
Age range of children	2 years to school age
Opening hours	8:15 am to 1pm, Monday to Friday, during school term time.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Not applicable as this was the first inspection of the service since its registration.
Dates of this inspection visit(s)	17 September 2018
Is this a Flying Start service?	No
Is early years' education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of people/children who use, or intend to use their service. We recommend that the service provider considers Welsh Government's <i>More 'Than Just Words follow on strategic guidance for Welsh language in social care'</i> . However, it does introduce children to the Welsh language through incidental words and phrases, bilingual displays and through singing Welsh songs.
Additional Information:	