



# Childcare Inspection Report on

**Busy Bees Playgroup**

**Flying Start Building  
Ysgol Gwynedd  
Flint  
Flintshire  
CH6 5DL**



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## **Description of the service**

Busy Bees playgroup operates within the Flying Start building on the grounds of Ysgol Gwynedd in Flintshire. The registered persons and persons in charge are Janet Smith and Kim Blackwell. The service is open from 9:20 to 11:50, Monday to Thursday, during term time only. The service is registered to care for 19 children and care is provided for children aged from 2 to 4 years. The service provides funded care for children aged 2 to 3 as part of the Flying Start initiative and children aged 3 to 4 years as part of the Early Entitlement scheme. The service is also inspected by Estyn.

English is the main language. This is a service that does not provide the Welsh Language 'Active Offer'.

## **Summary of our findings**

### **1. Overall assessment**

Children are happy and enjoy their play and learning opportunities. Staff are caring and responsive to the individual needs of the children. The environment is safe, secure and provides a child centred space for children to play and learn in. Leadership is effective and they are committed to providing suitable care and experiences for children and ensuring all regulations are met.

### **2. Improvements**

No improvements were identified on this occasion.

### **3. Requirements and recommendations**

We made a recommendation relating to information in the quality of care report.

# **1. Well-being**

## **Summary**

Children express themselves and know they will be listened to. They have formed positive relationships and friendships with staff and other children helping them feel safe and happy. Children learn to interact well and enjoy learning through the activities and their play opportunities.

## **Our findings**

### **1.1 To what extent do children have a voice?**

Children had choices and could express themselves.

Children were able to move around the environment and access resources they wanted to play with. They were moving from one activity to another, playing in one of the areas available. Children were confidently communicating with others making their ideas and needs known. Those children whose first language was not English could make themselves understood and were happy to express themselves, knowing they would be listened and responded to effectively.

Children have a voice and can make their needs and ideas known, knowing they will be listened to.

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

Children are settled at the service.

Children had formed positive relationships with the staff and were beginning to make friends with the other children attending. Children were following each other around, choosing where to play together. Children were familiar with and understood the routines, which helped them feel happy and safe. For example, they knew the routine at snack time and were happy to show a child who had only just started what they had to do.

Children feel safe and happy as staff are familiar to them and they develop positive friendships.

### **1.3 How well do children interact?**

Children enjoyed playing alongside each other.

Children played alongside each other, learning to share resources and take turns with only a little support from staff. For example, a number of children were playing in the home corner. They all cooperated and took turns to do a variety of tasks including pretending to use the microwave and putting their dolls to sleep in the cot. Children were also seen waiting their turn to paint a picture on the easel. They waited patiently knowing they would

get their opportunity. Children respected the resources and were learning to use them correctly and return them when they had finished.

Children interacted well with each other and learnt to respect the resources.

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

Children enjoyed the activities they took part in.

Children were happily showing us what they were doing. For example, a child was keen to show us the dinosaurs they were playing with in the small world. Children were actively involved in a play activity of their choice and were having fun following their interests. When it was time to go outside children were excited to run around and followed instructions such as hop, run and jump, when following a trail marked out on the playground.

Children enjoy their play and learning opportunities.

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

Children are able to develop their independence.

Children had free access to most of the toys and resources they wanted to play with and toilets were situated within the main playroom. This allowed children to be independent. Children were supported and encouraged to try things for themselves before asking for help. For example, putting their coats on to go outside. The resources were suitable for the ages of the children, which meant they were able to develop a range of skills. For example, there were suitable jigsaws, shape sorters and role play areas. Children had some independence at snack time as they were able to access more toast if they wanted.

Children learn through the activities and play opportunities available.

## **2. Care and Development**

### **Summary**

Staff keep children safe and healthy through implementing effective policies and procedures. They manage interactions well and are good role models for the children. Staff are experienced and promote children's learning and development.

### **Our findings**

#### **2.1 How well do practitioners keep children safe and healthy?**

Staff implement effective policies and procedures.

Staff understood safeguarding, having up to date training and knowing the process to follow should they have concerns about a child. Regular fire drills were conducted, ensuring staff and children knew how to safely evacuate the premises if needed. Staff had positive hygiene procedures in place, which they followed consistently. Hand washing was encouraged after children had used the toilet and before having snack. Liquid soap and paper towels were provided in the toilets, which helped prevent cross contamination. Staff provided children with healthy snack options, including toast and fruits, with milk or water to drink. Staff ensured children had opportunities to be active and get fresh air through accessing the outdoor area on a daily basis.

Staff keep children safe and promote a healthy lifestyle.

#### **2.2 How well do practitioners manage interactions?**

Staff are positive role models for the children.

Staff were actively involved in the children's play and learning. They modelled expected behaviour and taught children how to communicate and interact effectively. Staff reinforced the need to share and take turns in a calm friendly manner, which children responded to well. Staff encouraged good manners. For example, a staff member asked a child to give her one of the dinosaurs by saying "Can you pass me the dinosaur please?" Staff used lots of praise to support and encourage children. A child who had only just started was a little reluctant to join the others for registration. When they did join in staff praised the child in English and Welsh, making them feel valued and proud.

Staff are consistent and effective in managing interactions.

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

Staff have a good understanding of child development allowing them to plan appropriate opportunities for the children.

Staff were well qualified and experienced, allowing them to provide appropriate opportunities and experiences for the children. Planning showed learning opportunities and children's development needs were considered. Staff tracked children's development and understood what steps were needed to further promote their learning. Staff were involved in children's play and extended their learning. For example, when a child was playing with the shape sorter staff encouraged the child to not only match the shapes but identify the colours. Staff knew the children well and understood their individual needs. Staff enhanced their verbal communication with simple sign language to ensure children whose first language was not English had understood what was being said.

Staff effectively promote children's learning and development, as they understand their individual needs.

### **3. Environment**

#### **Summary**

The environment is safe and secure and provides a suitable indoor and outdoor area where children can play and learn. Resources and equipment are child friendly and of a good quality.

#### **Our findings**

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

The environment was safe and secure.

Leaders had risk assessed all areas used by the children and these were displayed on the notice board so everyone was aware of how they were managed. Entrance to the service was key coded and visitors were controlled, so no unauthorised access was possible. Registers were kept of children, staff and visitors so everyone could be accounted for in an emergency. There were two areas outside that were used by the children. Both were safe and secure.

Leaders provide children with a safe environment in which to play and learn.

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

The environment was spacious and child centred.

The room used by the children was spacious and was a large enough area for children to move around and play safely. The room was well maintained and provided children with a warm atmosphere where they could gain a sense of belonging as their work was displayed throughout. There was direct access to suitably sized toilet facilities and the separate kitchen area allowed staff to prepare food and drinks hygienically and safely.

There was direct access to a small enclosed yard. This gave the children the opportunity to have free access to outside during the better weather. If the weather was not suitable for children to use this area then they used the school facilities including a large yard, grassed area and fixed play equipment.

Leaders ensure the indoor and outdoor environment is suitable and welcoming for the children.

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

Leaders provided children with developmentally appropriate resources.

The resources reflected the foundation phase philosophy, as there were areas set up which children could freely access. These included home corner, small world and book corner. Natural resources including, sand and wooden pieces were available and these helped



children to develop their senses. Resources and equipment were of a good quality and suitable for the ages and stages of development of the children. There were child sized tables, chairs, toilets, sinks and storage facilities. This gave children the opportunity to be independent. Multi-cultural resources were available including toys and books, which taught children about diversity.

Leaders ensure resources and equipment are suitable for the age ranges of the children and that they are of a good quality.

## **4. Leadership and Management**

### **Summary**

Leaders are effective in managing their service and ensuring legal obligations are met. Self evaluation is effective and the views of others are considered. Staff are managed well and receive regular supervision and appraisals which ensures training needs are identified and addressed. Leaders have formed positive partnerships with parents and outside agencies.

### **Our findings**

#### **4.1 How effective is leadership?**

Leaders are committed to providing good care for children.

Leaders had written a statement of purpose containing required and relevant information for parents. All policies and procedures were in place and implemented effectively by staff. All paperwork was up to date and well organised. For example, we inspected a sample of children's records, some from children who had only started recently and they all contained the required information.

Leadership is effective and ensures a good service is provided.

#### **4.2 How effective is self evaluation and planning for improvement?**

Leaders sufficiently evaluate their service.

Leaders had gained the views of parents and children through questionnaires, observations and discussions. On inspection of the parent questionnaires it was evident they were very happy with the service. Comments included, "I wouldn't want my child to go anywhere else" and "Staff are kind and understanding". Leaders considered these views when writing their quality of care report. We noted that the report contained evidence of what the service had done well but did not include planned improvements for the following year.

Leaders are effective in self evaluation and plan improvements but these need to form part of the quality of care report.

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

Staff work effectively together with support from leaders.

Leaders ensured staff were suitable to care for children and that all relevant checks were completed before starting work and these were kept up to date. For example, all staff had up to date Disclosure and Barring Service Checks (DBS'S). Leaders made sure staff had up to date essential training including paediatric first aid and child protection. Regular staff supervisions and appraisals were conducted, ensuring information was shared and training needs were identified.

Leaders manage staff well and ensure relevant checks and training are kept up to date.

#### **4.4 How effective are partnerships?**

Positive partnerships are developed.

Leaders gathered information about the children before they started at the service. This was done through “This is me” and registration documents completed by parents and through settling in sessions for the children. Parents were kept informed about their child’s development and experiences. Termly newsletters were written, discussions were heard taking place when parents collected their child and staff were available if parents wanted to talk to them. Leaders worked closely with outside agencies including Flying Start and the Family Information Service. This allowed good practice to be shared, advice to be sought when needed and training to be accessed. Leaders had close links with the school which allowed them to share resources and facilities including the large outdoor areas.

Leaders ensure they have partnerships that support them and benefit the care and experiences the children receive.

## **5. Improvements required and recommended following this inspection**

### **5.1 Areas of non compliance from previous inspections**

None

### **5.2 Recommendations for improvement**

We made the following recommendation;

- to include future planned improvements within the quality of care report.

## **6. How we undertook this inspection**

This was an unannounced full inspection undertaken as part of our schedule of inspections. One inspector visited the service on 17 January 2019 from 9:30 to 12:10.

We:

- Inspected a range of policies and procedures including, risk assessments, accident and incident records, registers, two staff files and five children's files ;
- observed practice and completed observations using the SOFI2 tool to evidence the children's engagement and the care being provided by staff;
- spoke to the children and the responsible individuals;
- inspected all areas used by the children, and
- gave feedback to the registered persons on the day.

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

[www.careinspectorate.wales](http://www.careinspectorate.wales)



## 7. About the service

Type of care provided	Childrens Day Care Sessional Day Care
Registered Person	Janet Smith Kim Blackwell
Person in charge	Kim Blackwell Janet Smith
Registered maximum number of places	19
Age range of children	2 – 4 years
Opening hours	9:20 to 11:50 Monday to Thursday, term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	Post registration inspection
Dates of this inspection visit(s)	17 January 2019
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	Yes
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 children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	

No noncompliance records found in Open status.