



Childcare Inspection Report on

Bizzi Day Nurseries Limited Pencoed

**Unit 30 Bocam Park
Oldfield Road
Pencoed
Bridgend
CF35 5LJ**



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Description of the service

Bizzi Day Nursery was registered in November 2012. They provide care for a maximum of 63 children aged from three months to eight years. The service operates from a large self contained building, situated on an industrial estate, in Bridgend. The premises were divided into five playrooms and a sleep room. Helen Norman is the Responsible Individual on behalf of Bizzi Day Nurseries Limited. The setting is overseen by two Persons In Charge, Helen Norman and Emma Roets. The service operates Monday to Friday from 7:30am to 6:00pm. The service is an English language provision, however, promotes the use of the Welsh language.

Summary of our findings

1. Overall assessment

Overall, we Care Inspectorate Wales (CIW) found that children at Bizzi Day Nursery are happy and settled. They have access to a good range of resources and activities to promote their overall development. Parents are happy with the care that their children receive and the children enjoy their time at the service. Overall, leaders ensure the safety of children and meet their individual needs. The environment offers plenty of areas for children to play, learn and rest. Staff are qualified, experienced and caring. The business is well run and leadership and management is good. However, some areas require minor improvement.

2. Improvements

None

3. Requirements and recommendations

We recommend that the provider should:

- revisit the nappy changing routine;
- ensure that staff tend to children's needs as soon as possible;
- remove the excess equipment form the downstairs toilet and lift and
- update the child protection policy with information to follow in the event of an allegation being made against the Responsible Individual.

1. Well-being

Summary

Children make positive choices and decisions about what they do at the service. They interact confidently with their peers and the staff and are well behaved. Children are comfortable and relaxed at the service and approach the staff with ease. They show interest and excitement in the activities and are developing well. They enjoy a broad range of activities.

Our findings

1.1 To what extent do children have a voice?

Children make choices, are listened to and are encouraged to speak and express themselves.

Children had a good voice and were listened to well at the service. They confidently moved from one play area to another and expressed their views quite clearly, such as when children decided to sit at the 'purple' table to play with the playdough. Children helped themselves to the resources, which were stored at low level. Older children poured their own drinks and were able to have second helpings of snacks and meals. They had free play opportunities and engaged in activities of their choice.

Children have a clear voice.

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

Children feel safe and have positive bonds with their carers.

Most children arrived happily and settled quickly. Any unsettled children were comforted and enjoyed cuddles and reassurance from the staff. The children were totally at ease and relaxed with their carers, they had formed positive attachments. We saw children confidently approach staff for cuddles, to sit on their lap during story time, for reassurance or to ask for support such as toilet visits. Children confidently moved around the play areas and explored the resources and activities on offer. We heard laughter and saw many smiling faces.

Children feel fully valued, safe and happy.

1.3 How well do children interact?

Overall, children are learning to co-operate and they interact relatively well with each other.

Nearly all children played well together. We saw that children busied themselves with the activities on offer to them. We saw some good team work, where children worked together to clear away the toys and tidy up before snack. Most children took turns and shared resources, such as the water jugs and the play dough. Younger children played alongside each other well and were considerate of each other. For example, we saw a lovely interaction when one child tripped over another child's feet and gently stroked their hair as if to comfort the child. We also saw a child show others his 'baddy' and other children asked

“are you okay?”. Children’s behaviour was good, we saw minor disputes which were resolved with limited intervention from staff.

Children interact well.

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

Children are interested in their play activities and really enjoy outdoor and free play.

Children thoroughly enjoyed their time at the service. They had a choice of resources and freely moved around their play areas and activities. We saw children getting very excited and screaming with delight when playing with a staff member in the water tray and being splashed with water. Children getting ready to visit the outdoor area were smiling and told us excitedly where they were going. They told us they liked playing outdoors. Throughout the inspection, children were enthusiastic and eager to explore and learn. A young child persevered for some time to complete an activity; we saw the child attempt several times to place a wooden disc onto the stacking tower.

Children enjoy their play very much.

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

Children do things for themselves and they have opportunities to develop their skills.

Children had very good opportunities to develop and become independent. We saw older children participate in educational activities such as counting and experimenting. They thoroughly enjoyed in the water tray, filling up jugs and pouring the water into the funnels whilst the water splashed them. We heard them counting to ten and singing songs. We heard younger children repeat words, count and identify colours. Older children, although supervised, visited the toilets and washed their hands independently. We saw older children help themselves to the tissues and dispose of them in the bins. Whilst staff support younger children to do as much as they could independently. We saw that most children helped to tidy up the toys and ate their meals independently, including some of the younger children.

Children are developing, learning and gaining independence successfully.

2. Care and Development

Summary

Staff know the children well and plan interesting and age appropriate activities. They have a good understanding of safety issues and promote healthy eating. Staff manage children's interactions effectively.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Overall, staff promote children's health and safety. They offer healthy snacks and promote healthy lifestyles.

Safeguarding had a high priority and staff spoken to were aware of their duties and responsibilities to report concerns. Staff were also aware of the 'Radicalisation and Prevent Duty' guidance. Leaders followed the Designed to Smile tooth brushing scheme and had achieved the Healthy Gold Snack Award. Staff provided children with freshly prepared healthy snacks and meals with drinks of water. Staff were aware of children's dietary/allergy needs and we saw that staff provided these children with colour co-ordinated bowls and plates. We saw that staff followed good hygiene practises, they wore appropriate protective clothing for nappy changing, washed the tables and reminded children to wash their hands prior to meals and after toilet visits. However, we did observe a group of four children going to get their nappy changed, they washed their hands first, then had their nappy changed before sitting on the floor in the bathroom to wait to return to the play room for snack. The Responsible Individual told us that chairs are normally available for the children to sit and wait. We also saw that one child needed a change of clothes and we heard staff discussing the need to change the child, however, the child's clothes were not changed. They ensured that children had fresh air and physical exercise during each session, for example going for walks or using the outdoor play area. Staff ensured children's safety when visit the outdoor area, children wore harnesses and held hands from the nursery to the rear outdoor area. Staff supervised each area well and supported children well.

Staff successfully keep children safe and healthy.

2.2 How well do practitioners manage interactions?

Staff are good role models. They promote positive behaviour and manage interactions well.

Staff managed interactions very well. We saw staff engage with children, chat to them respectfully and praise them at all times for the efforts and achievements. We heard the words "you are clever, good boy/girl and well done". We saw staff and children clap their hands when children achieved a goal, such as eating independently. We also heard staff encourage children to wait their turn with the toys and to share. Staff sat at the children's level on the floor or at the tables and used appropriate language to communicate with the children. A written behaviour management policy was in place, which included strategies to promote positive behaviour such as praising children, which we saw in practice.

Staff manage children's interactions well.

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

Staff know the children well and meet their basic needs. Staff promoted children's play, learning and development well.

Staff joined in with children's play and we heard lots of laughter and children were having fun. During outdoor play, staff encouraged and supported some children to have the confidence to join with the see saw activity and the sand and water play. We saw that staff encouraged quieter/non-verbal children, who were potty training, to stand by/point to a poster of a potty when they needed to use the toilet. Staff dealt with any accidents discretely and quickly. We heard staff extended children's play and learning by encouraging them to tell them what they wanted to do, we also heard staff ask children, "are the water jugs full?" whilst teaching the children about the concept of full and empty. We also heard staff discuss numerous topics such as teeth, sugary sweets and a healthy diet with the children as the current theme was 'body parts' and 'we are what we eat'. Staff gave children a choice of old or new paint brushes to paint lips, teeth and the toothbrush template during the oral hygiene topic. Staff at every opportunity encouraged children to use Welsh words such as 'diolch, hwyl fawr and os gwelwch yn dda' ('thank you, good bye and please'). We heard a lovely interaction when a staff member spontaneously used a Spanish word, "hola" and one of the younger children repeated the word and to her delight, the staff cheered. Staff knew the children well, they understood the children's preferences, likes and dislikes. Children had access to plenty of resources to promote their overall development.

Staff promote children's individual needs, learning and development effectively.

3. Environment

Summary

Leaders provide a suitable and safe environment for children. There is an enclosed outside play area. There is a sufficient supply of resources and equipment to meet the children's needs and leaders ensure that they check the environment and resources regularly. However, there are some areas for minor improvement.

Our findings

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

Leaders have arrangements in place to ensure that the environment is safe and secure.

Leaders had a security access system, they locked the main door and no visitors entered the premises unannounced. A visitors' book was completed. Leaders displayed risk assessments in each room and they had reviewed them in February 2018. Daily hazard checks were also completed. The heating and electrical appliance test certificates were valid and staff had practised regular fire drills. The outdoor area was secure with fencing and gates. The service had been awarded a food hygiene rating of 5. We saw that excess equipment had been stored in the ground floor toilet and a Hoover had been stored in the lift.

Leaders ensure the safety of the environment well.

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

Leaders provide the children with a well resourced environment that has plenty of space to play and rest.

The premises were welcoming and child friendly and provided a good environment for play and learning. The premises were very well maintained and clean. There was sufficient space and facilities to meet the children's needs, including various play areas in line with the principles of the Foundation Phase such as areas for quiet/sleep time, table top play, floor play, role play, mark making, maths, construction and an outdoor play area. Free flow opportunities was not possible due to the layout of the building, however, leaders ensured that children experienced outdoor play daily. The premises promoted independence well, children were able to explore their areas and help themselves to resources. On the first floor older children experienced free flow opportunities to all three sections on a regular basis and freely chose which section to play in. We saw bilingual signage such as numbers, colours and the months of the year. Children's art work was proudly on display promoting children's sense of belonging.

Leaders ensure the suitability of the premises effectively.

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

Leaders provide children with toys, equipment and furniture that are appropriate for their needs.

Leaders ensured that children had access to furniture and equipment suitable for their needs. There was a very good supply of toys and resources that were appropriate for their ages, needs and development for both indoors and outdoors play. The outdoor area was well resourced with age appropriate resources for physical play and exploring. Toys and equipment viewed were well maintained and clean. There was evidence of cultural awareness such as dolls and books and some festivals had been celebrated such as Chinese New Year, Diwali, St. Patrick's Day, St George's Day and the royal wedding, where children had dressed up especially for the occasion.

Leaders ensure that children have a good range of equipment and resources for all age groups to play.

4. Leadership and Management

Summary

Leaders strive to meet the required national minimum standards and regulations. Leaders have policies and procedures in place, which staff are familiar with. Leaders have good partnerships with parents. However, some areas require improvement.

Our findings

4.1 How effective is leadership?

Leaders strive to comply with the relevant regulations and national minimum standards.

A statement of purpose was in place, it contained all the required information. There was a comprehensive range of policies and procedures, with most being available bilingually, and these had been recently reviewed. However, the child protection policy did not include information in relation to procedure to follow in the event of an allegation being made against the Responsible Individual. Children's files were sampled and records such as contracts, information forms, emergency medical consent and accident records were comprehensive and fully completed. We saw that developmental records were maintained electronically to record children's progress and their achievements as well as scrap books and daily sheets. Leaders maintained a record of children's attendance and staff.

Leadership is good.

4.2 How effective is self evaluation and planning for improvement?

Leaders evaluate their service. Leaders are keen to obtain feedback and to improve the service provided.

Leaders had a self evaluation system, which included questionnaires for parents, professionals, staff and children. Leaders had produced a quality of care report dated, July 2017. Leaders had identified areas of improvement such as developing the garden for the younger children, purchasing double buggies and the promotion of the Welsh language. We spoke to some parents who were happy with the service and the information that they had been provided with. They raised no issues.

Leaders are continually striving to make improvements to their service.

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

Leaders are organised in the management of the service. They follow a robust recruitment process and overall promote the development of staff.

We sampled four staff files and found that leaders followed a robust recruitment system ensuring that all the necessary information as required by regulation was available. Staff supervision had been regularly completed and annual appraisals were undertaken. Staff told us they felt well supported in their roles. CIW staff questionnaires returned were positive, comments include, 'I love being a part of the Bizzi Day Team and have excellent support from management' and 'Bizzi Day Nursery is a positive and inviting nursery and treats everyone equal'. Leaders employed staff who were appropriately qualified to at least

a level 3 qualification and the majority of staff held the core training certificates in child protection, first aid and food hygiene. Staff had also attended numerous training courses to include Wellcom, health and safety, challenging behaviour, special needs and fire safety.

Leaders manage the service well.

4.4 How effective are partnerships?

Leaders have good relationships with the parents, take children on outings to the local community and have visitors to the service to promote children's education.

The service had a 'parent participation policy', which encouraged parents to become involved with the service and to visit the service to discuss their child's development. We heard staff give verbal feedback to parents at collection time. The service's policies and procedures were available to the parents and a registration pack was provided to them. Parents were able to track their child's progress via the 'to build a profile' electronic system which was updated regularly. Leaders had good partnerships with the local school and support services such as health visitors and the local authority child care team. We also spoke to some parents whose children were completing 'settling in' sessions, and they gave positive feedback. CIW parent questionnaires returned were positive, comments include, 'both of my children have loved attending Bizzi Day and have received excellent care from all of the staff'; 'great nursery', 'excellent service, my son loves going to the nursery and we have no cause for concern' and 'I'd like more information about how often/how much time they spend outdoors. Ideally I'd liked them to have more outdoor activities'. Leaders told us that this information was contained on the daily sheets, however, they told us they would consider alternative methods of sharing this information with parent/carers.

Leaders told us that staff took children for walks in the local community and older children would be taken to a local farm to see the animals in the near future. Leaders told us that chicks would be delivered to the service so that children can care for them and watch them grow. The service has also received visits from the Fire Authority, Police, library, local gymnastic teacher, and a gentleman and his guide dog. Pencoed Collage has visited with a lamb when the children were learning about animals via their theme 'farm animals and babies'.

Leaders have successful partnerships.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We recommend that the provider should:

- revisit the nappy changing routine;
- ensure that staff tend to children's needs as soon as possible when a change of clothes is needed and to clarify staff roles;
- remove the excess equipment from the downstairs toilet and lift and
- update the child protection policy with information to follow in the event of an allegation being made against the Responsible Individual.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

Two inspectors visited the service on 23 May 2018 for approximately 6 ½ hours. We:

- inspected a sample of documentation and policies;
- observed practice;
- spoke to some children, some staff and some parents;
- read questionnaires returned from parents and staff and
- provided formal telephone feedback to the Responsible Individual on 25 May 2018.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Helen Norman
Person in charge	Emma Roets Helen Norman
Registered maximum number of places	63
Age range of children	3 months to 8 years
Opening hours	Monday to Friday from 7:30am to 6:00pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	5 February 2016
Dates of this inspection visit	23 May 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 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Additional Information:	