



Childcare Inspection Report on

Birchgrove Honey Bees Flying Start

**Heol Nant Bran
Birchgrove
Swansea
SA7 9LS**



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Description of the service

Birchgrove Honey Bees Flying Start was registered by Care Inspectorate Wales (CIW) in November 2014 and is based in Birchgrove Primary School. The service has a separate access door, playroom, toilets, kitchen, an office and enclosed outdoor play space. It is open Monday to Friday from 9am to 11.30am and 12.45pm to 3.15pm. The service provides care for a maximum of 12 children in each session, aged two to three years. Care is provided mainly through the English language with incidental Welsh. The responsible individual on behalf of the local authority is the head teacher, Matthew O'Brien. At the time of this inspection, the service was recruiting a new person in charge and the deputy was managing the service.

Summary of our findings

1. Overall assessment

Children thoroughly enjoy their time at this service. They settle quickly, know the daily routines and are developing well. Children experience warm and nurturing relationships with staff and other children and they benefit from a wide range of play and learning experiences. The environment is safe and secure and well maintained. Leaders manage the service very well. Leaders work in partnership with parents and other professionals in health and education to ensure that children's needs are identified and addressed so that they have a good foundation for the next stages of learning and development.

2. Improvements

We (CIW) saw that leaders had acted on the requirement and recommendations, made in relation to records, during the last inspection.

There was evidence of ongoing improvement and investment in the service:

- the service had achieved a Healthy Eating Scheme award;
- children had a better choice at snack time and were supported to be more independent;
- staff had attended training about the 'Prevent Duty' (which relates to anti-terrorism and radicalisation); and
- staff had attended ELKLAN speech and language training to support children with speech and language communication difficulties.

3. Requirements and recommendations

There were no requirements following this inspection.

Section five of this report identifies our recommendations to further improve the service.

We made two recommendations in relation to the complaints policy and procedure and updating CIW details on policies and procedures.

1. Well-being

Summary

Children are happy and have many opportunities to make decisions about their play. They experience warm and caring relationships and have a good choice of activities that are designed to promote their development. Children are developing well and are becoming independent.

Our findings

1.1 To what extent do children have a voice?

Children are listened to; they express their views and are able to make choices.

Most children were confident to choose where to play and what to do and were very familiar with the activities and play areas. We saw that children chose the activities that interested them and which friends to play with. At greeting time we saw them talk about how they were feeling that day; and they chose the songs to sing and the story they wanted to hear. Children chose what they wanted to eat and drink at snack time. They ate and drank at their own pace and we saw them ask for and help themselves to more. Children asked staff to read books to them; to play make believe games and to help them with coats and gloves; and we saw that staff listened and supported them. We saw children who were pre-verbal use visual aids such as pictures and objects to express their preferences for songs and stories. As part of the annual quality of service review, we saw that parents completed questionnaires with their children and asked what activities they liked. In this way, staff could plan suitable play and learning activities taking into account children's preferences.

Children have a strong voice in this service.

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

Children experience warm relationships with each other and staff. They quickly become familiar with the surroundings and the routines of the service, which helps them to feel safe.

All the children arrived happily at the service; they greeted each other and staff, moved around confidently and settled very quickly. Children had a sense of belonging because staff knew their names and there were photographs of children on their coat hooks and also displayed on the walls. We saw a child point to their picture and say their name and smile as they put their coat on the hook. A member of staff said, "*Good boy! That's right!*" and the child nodded happily. At greeting time, children put their photos on a board which helped the children to recognise and learn each other's names. Children played independently and with others and there was a happy and relaxed atmosphere. We saw that children approached staff readily and asked for assistance or for cuddles and reassurance. Children happily sang songs for routines such as tidying up and snack time. We saw that they joined in with actions and laughed. Children responded very positively to praise and were proud of the stickers they received for their achievements. All of this helped children to feel happy, valued and secure.

Children have a good sense of belonging, which helps them feel safe and happy.

1.3 How well do children interact?

Children are learning the importance of sharing and turn taking.

Children played happily together and interacted well with staff. We saw that children were learning to co-operate and play together and we saw them smiling and hugging. During greeting time the children sat together and mostly listened to what others had to say in response to questions from staff. Children lined up to wash their hands after playing outside and before snack. They sat together and passed the cream cheese at snack time. They took turns to take items out of a bag for song time; they played together in the home corner and took turns to go across a soft play 'assault course' in the hall. Children listened to staff and held on to each other to form a 'crocodile' to go to the school hall and they helped to tidy up. We heard children respond with 'please' and 'thank you' with some prompting from staff.

Children interact well with each other and with staff.

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

Children enjoy a wide range of play opportunities designed to support their development.

We saw children enjoying free play as well as structured adult-led activities inside and outdoors. This included role play with toy cars, farm animals, dolls and soft toys, picture books, arts and crafts, sing-a-long and story-telling in the playroom, trikes, scooters, leaves and sand outside, and a soft play course in the school hall. Children engaged in their activities for a suitable length of time for their age and stage of development. They smiled and nodded when we asked if they enjoyed coming to the playgroup and if they liked the toys and activities. Children listened avidly to stories and they answered questions, giggled and laughed. Children fervently sang songs in English and Welsh. Children hooted with laughter as they climbed, slid and balanced over the soft play course.

Children thoroughly enjoy their play and learning experiences.

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

Children do things for themselves and they have good opportunities to develop, learn and become increasingly independent.

Children helped themselves to toys, equipment and resources indoors and outdoors and they communicated confidently through speech or gestures. Children were developing their self-help skills; we watched them serve themselves with carrot sticks, tomatoes, bread sticks and cream cheese. They brushed their teeth, washed their hands and dressed with minimal prompting and support. They had learned songs and routines and they joined in eagerly with familiar responses, repeated phrases and actions. Children were able to name parts of the body; days of the week, the weather, animals; colours and to count in English and Welsh. The children's development records evidenced that they were making good progress and developing new skills in line with set targets.

Children are developing very well and are becoming independent.

2. Care and Development

Summary

Staff are well trained, caring and attentive; they keep children safe and promote good health. Staff know the children well and provide a very good range of activities to help children to learn and develop. They manage behaviour well.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff keep children safe because they are well trained and know their responsibilities.

Staff were very consistent in ensuring children's safety and promoting healthy lifestyles. They had attended relevant training including health and safety, paediatric first aid, food hygiene, safeguarding training, data protection and the Prevent Duty, which relates to terrorism and radicalisation. They were well aware of the importance of recognising signs of abuse and were clear about what to do if they had concerns about a child or in case of an accident. The service had relevant policies and procedures that staff followed to keep children safe. For example, we saw that only parents or named persons were allowed to sign their children out of the sessions; and staff kept records of children's health needs, special diets and any allergies up to date. We saw staff prompt children to wash their hands before eating, after going to the toilet and after playing outside. The service takes part in a healthy eating scheme and staff ensured a choice of water, milk and a healthy snack including fruit or vegetables in each session. We saw staff actively encouraging children to eat fruit and vegetables as they sat alongside the children for snack. Staff promoted good oral health by encouraging children to clean their teeth as part of the 'Designed to Smile' programme. They also ensured children engaged in physical exercise and outdoor play every day.

Staff promote children's health and safety very effectively.

2.2 How well do practitioners manage interactions?

Staff are good role models and help children understand the importance of sharing and being kind to each other.

We saw that staff were polite to each other and set a good example by always saying 'please' and 'thank you'. Staff listened to the children and gave them plenty of time to finish conversations, activities and their snacks. As a result, we saw that children were generally patient and relaxed; and they were confident to ask for support, explore and learn. We heard lots of praise which reinforced good manners, such as, '*Good girl for asking nicely*', '*thank you for sharing*', '*good helping*' and '*good listening*'. We heard a staff member say "*Shall we give someone else a turn now?*" and then "*good turn taking!*" Staff encouraged children to sit together for routines such as snack time and greeting time, in order to prepare them for more formal education. They managed minor behaviour and sharing disputes well. We saw them gently intervene to resolve issues and they got down to the children's level, made good eye contact with children and spoke calmly and clearly so that children understood exactly what was expected. Staff used routine phrases, songs and tone of voice very effectively to gain attention and cooperation. For example, we heard songs for snack time; for tidying up; and for saying goodbye. We saw that children responded well; they eagerly helped to tidy up the toys; moved to the area for greeting time; joined in with the singing;

they sat together at the table for snack and in a circle to say goodbye to their friends; and they proudly showed their reward stickers for helping, tidying and listening.

Staff manage behaviour well and this supports their social development.

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

Staff ensure they get to know the children well and aim to meet their individual needs through good preparation and planning.

Staff were familiar with the needs of individual children and planned activities to ensure that all children could engage, have fun and enjoy them. We saw that staff sat and played alongside the children and helped them to develop language, numerical, creative, physical, emotional and co-ordination skills through games, songs, stories and activities. Keyworkers observed and recorded children's progress in meeting developmental targets and planned appropriate activities for their next stages. We saw that staff encouraged and facilitated children's independence and celebrated every success. We saw that staff also monitored children's expressions and body language to ensure that they were happy and settled. For example, staff responded when children demonstrated they needed to use the toilet and when they were tired. We heard staff developing children's social, and language skills by encouraging them to talk about their families, feelings and what they had enjoyed doing that day. At snack time, we saw staff encourage children to help themselves; to count the pieces of carrot and tomato; describe the colours and tastes. Staff supported children to use the outdoor play area and the school hall whenever possible so they had plenty of fresh air and physical exercise and developed their coordination and balance.

We saw that children learned about the world and different cultures through books, toys, activities and celebrations such as saints' days, Diwali and Chinese New Year. At the time of the inspection, children were learning about Remembrance Day and they had used red thumb prints to decorate poppies. Staff provided children with opportunities to use and experience the Welsh language and we saw bilingual materials and resources. All staff used Welsh words, phrases and songs in addition to the English versions during the session. Staff counted in Welsh and asked children to repeat the words and staff said '*da iawn*' (well done) and '*diolch*' (thank you). Children sang Welsh songs and we heard them use Welsh words for numbers and colours.

Staff promote children's play, learning and all round development very effectively.

3. Environment

Summary

Children are cared for in an environment which offers a very good variety of play and learning opportunities indoors and outdoors. Risks and hazards are identified and minimised or eliminated to ensure children's safety. Resources and furniture are good quality and suitable for the needs and age range of the children.

Our findings

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

Leaders ensure that children are cared for in a safe, clean and secure environment and that unnecessary risks to children are identified and reduced or removed.

We saw that the entrances to the service were secure from unauthorised access. The external doors had a key pad and a key fob system and there were secure boundaries to the outside play areas. Leaders provided clear policies and risk assessments relating to health and safety and we saw that staff followed them. For example, staff asked us to show proof of identity and to sign in and out; and they went through fire procedures with us. Staff carried out daily safety checks on the premises, toys, equipment and the outdoor area. The outdoor area has a soft surface to minimise the impact of trips and falls and a canopy so that children are protected from rain and strong sunlight. We saw good hygiene practices when staff prepared for snack time and the Food Standards Agency had inspected the kitchen and awarded a level five rating (the highest) for hygiene. We saw that leaders carried out regular fire drills and kept copies of the annual tests on electrical appliances and the heating system, which were carried out by the school.

Leaders have ensured that children are very safe and secure at the playgroup.

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

Leaders provide suitable premises, which are child friendly and stimulating. The layout promotes children's independence and the ethos of the Foundation Phase of learning.

The playroom was light and airy with sufficient space for a good range of activities as well as areas for children to relax and reflect. Leaders had ensured that the play areas were well set out for children, with resources within easy reach to encourage choice and independence. There was a washable floor surface to allow for floor play and messy play and soft bean bags and mats for comfort and relaxation during circle time. We saw suitable equipment including child sized chairs and tables, low level toilets, step up stools and potties. Children enjoy a secure, outside play area with a mud kitchen, trikes, sand and water play; planters and a slide. We saw that leaders enable children to take suitable risks as children have access to the large school hall and soft play equipment, where they can run around, climb, slide and balance.

Leaders successfully ensure the suitability of the environment.

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

Leaders provide to children a wide range of good quality resources and equipment that suits their interests and supports their learning and development.

Leaders ensure that children have access to furniture, equipment and toys that are appropriate for their age, needs and developmental stage. We saw a wide range of indoor and outdoor toys and resources. The playroom was divided into areas for drawing/ mark making, crafts and messy play, a play kitchen and home corner, dressing up, quiet circle time/ book area, sand play, dolls and farm yard animals and construction. The Welsh language was promoted and we saw bilingual Welsh and English posters and signs, numbers, colours and shapes and months on the walls. We saw evidence that various festivals were celebrated throughout the year and toys and books promoted diversity, positive role images and a multi-cultural society. Leader had put systems in place for staff to check toys and equipment regularly and to assess the play areas and identify any maintenance issues. We saw that toys, resources and equipment were very clean, good quality and in good working condition.

Leaders provide good quality resources and equipment that are well maintained.

4. Leadership and Management

Summary

Leaders manage the service very well. They provide clear direction and ensure that staff receive relevant information, training and supervision to support them in their work. Leaders are committed to monitoring and improving the service they provide and involve children, parents, staff and other professionals in this. Leaders and staff have positive relationships with parents and professionals.

4.1 How effective is leadership?

Leaders ensure that the service is well run and complies with the regulations and the national minimum standards.

Leaders are clear about the aims of the service and committed to ensuring the needs of children and their families are met. The statement of purpose was up to date and provided a clear description of the service and what it sets out to provide. We saw that leaders reviewed policies and procedures annually and updated and added to them as required. For example, there was new information on data protection. Leaders ensured that staff understood the policies through regular meetings and discussions. Leaders ensured that records were in good order. We saw that parents had signed their contracts, various permission forms and they had signed to indicate that they were aware of the policies and procedures. We looked at three children's records and saw that they contained all the required information about the children so that staff could provide good and relevant support. The systems to monitor the development of children were very effective. Staff observed children every day and regularly met with the person in charge to discuss children's progress and to plan interesting activities to promote learning and development. We noted an error in the statement of purpose in relation to the number of children the service is registered for at any one time; and the person in charge corrected it immediately. Although the complaints policy and procedure met National Minimum Standard 19, it did not fully meet the regulations as there was no information about concurrent investigations. We brought this to the leader's attention.

Leaders are motivated and effective.

4.2 How effective is self evaluation and planning for improvement?

Leaders have good systems to monitor the quality of the service and plan for improvements based on feedback from children, parents and staff.

Leaders collected information about the quality of the service in many ways. We saw that leaders supported staff to reflect on their practice and to evaluate activities and change them to meet children's identified needs and preferences. This ensured that developmental targets were met and supported the children's transition to school. We saw records of meetings with staff, health professionals and teachers to seek their views on the service and best practice. Staff and other professionals had also completed annual questionnaires on the quality of the service. As the children were young and many were pre-verbal, staff gained their views about activities through watching what they enjoyed and how they reacted as well as asking parents to complete part of their questionnaire with children. We saw that parents had

opportunities to discuss their children's progress or comment on the service through discussion with staff each day and more formally through evaluation questionnaires. There was also a 'comments book' and the service used a tool called STEW or Sustained Shared Thinking and Emotional Wellbeing Scale to assess quality in the service. Leaders collated the feedback in annual reports. The last report outlined the achievements of the service and reflected the views of children, parents, staff and other professionals. It included plans for the future, including for example, that children should become more involved at snack time; and we saw that this has been achieved.

Leaders continually evaluate the service and are very effective in planning for improvement.

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

Leaders ensure that there are always sufficient numbers of suitable staff on duty, who are well supported and know their responsibilities.

The records evidenced that staff ratios were usually higher than the minimum standards of 1 staff to 4 children and we saw this during the inspection. The person in charge was always in addition to the staff numbers and she deployed staff effectively to meet the children's needs. We saw that 1:1 support was available for children with additional needs. The person in charge also joined in with some activities to support team working and we saw that she was an excellent role model for the staff team as well as the children. Leaders followed safe recruitment processes. Staff records contained the required information including Disclosure and Barring Service (DBS) and identification checks and two references. There were records of monthly team meetings and staff told us that they also had opportunities to discuss any issues in the morning, lunch time or after work each day. Staff received induction, essential training, regular supervision and an annual appraisal. Discussions with staff indicated that they were very aware of their roles and responsibilities; they thoroughly enjoyed their work and they felt valued because they were involved in planning activities and encouraged to develop their skills and interests. Training records showed that the leaders had provided all the required mandatory training for staff as well as specialised training to meet the needs of individual children. This included speech and language, additional learning needs and Makaton sign language. All staff had access to a range of professionals including speech and language therapists, early years' advisors, health visitors and educational psychologists, to support their work with children.

Leaders manage staff and resources very effectively.

4.4 How effective are partnerships?

Leaders and staff have good relationships with parents and excellent links with other professionals.

Leaders and staff work closely with parents to meet children's needs and to keep them informed of their child's development; and there is a strong sense of partnership working with the health and educational professionals, who regularly attend the service to work with children. Before children started attending the playgroup, the person in charge and a key worker visited them at home to get to know the children and their needs, preferences and routines. Parents said they could attend some sessions with their children to get to know the staff and new environment and help the children settle. Staff encouraged parents/carers

to communicate informally each day and parents could arrange to visit the service and discuss their child's progress at playgroup with their key worker. We heard staff give parents feedback when they collected their children, including what the children had had eaten/ drank, who/ what they played with and goals reached. Parents described staff as '*very welcoming*', '*friendly*', '*helpful*' and '*caring*' and the service as '*excellent*'. We saw that staff worked alongside other professionals including the health visitor, speech and language therapist, early language development team, parenting team and other Flying Start services in order to provide the care each child needed. There were also strong working relationship with the head teacher, secretary, pastoral worker and the SENCO in the main school, which supported easier transitions for the children.

Leaders have developed effective partnerships with parents and professionals, which benefit the children.

Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

During the last inspection, we notified leaders that they were non-compliant with Regulation 28 in relation to one staff file. This was because they had only obtained one reference. The service is now compliant. We found that leaders had addressed this and we saw all the required pre-employment information on the staff files we examined.

5.2 Areas of non compliance identified at this inspection

None

5.3 Recommendations for improvement

We recommended that leaders:

- review the complaints policy and procedure to ensure it includes details of concurrent investigations; and
- ensure that the change of name to Care Inspectorate Wales (CIW) and new email address is reflected when policies and documents are next reviewed.

6. How we undertook this inspection

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

One inspector made an unannounced visit to the service on 9 November 2018 and spent most of the day at the service;

- we saw the morning and afternoon sessions;
- we spoke to children, six parents, three staff, the deputy person in charge and the responsible individual;
- we observed children and staff in the playroom, in the outside play area and in the school hall;
- we observed two children using the SOFI-2 tool to capture evidence of children's engagement and the care provided by staff;
- we inspected the premises;
- we looked at a sample of documentation and policies including the last CIW inspection report, the register and visitor book, staff files, children's development records, the statement of purpose, policies and procedures, health and safety records, accident records and the service's quality of care review report for 2017; and
- we gave feedback to the person in charge after the inspection.

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

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Matthew O'Brien
Person in charge	Donna Rowe-Lewis Rhian Thomas
Registered maximum number of places	12
Age range of children	2 – 3 years
Opening hours	9am – 11.30am and 12.45pm to 3.15pm Monday to Friday, term time, also 1 week at Easter and 2 weeks during the summer holiday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	29 September 2015
Dates of this inspection visit(s)	09 November 2018
Is this a Flying Start service?	Yes
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	No. This is a service that is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort in promoting the use of the Welsh language and culture We saw a good range of bi-lingual posters, books and materials and we heard a lot of incidental Welsh as staff incorporated Welsh language and songs into every activity with children.
Additional Information: The above PICs are no longer at this service. At the time of the inspection, the service had informed CIW that they were recruiting a new PIC and the deputy was managing the service.	