



# Childcare Inspection Report on

## **Bumble Bees Flying Start run by Little Inspirations**

**Colcot Junior and Infant School  
Florence Avenue  
Barry  
CF62 9XH**



**Date Inspection Completed**

19/09/2019

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## **Description of the service**

Little Inspirations Ltd has been registered with Care Inspectorate Wales (CIW) to operate Bumble Bees Flying Start run by Little Inspirations since 2015. It operates from a single-storey building adjacent to Colcot Primary School in Barry. It operates a full day care service, including wrap around, out of school and holiday care. It is registered to provide care to 24 children and currently cares for children aged two to eight years. The responsible individual is Janine Gill and the acting person in charge is Helen Dursley.

## **Summary**

### **1. Overall assessment**

This service gives children's well-being priority and is at the centre of the care and leadership. Children can be very confident that their voices are heard and they are very content, enjoying their play and learning enormously. Staff form very positive relationships with the children and are good at meeting their individual needs and planning for their individual development through exciting and stimulating activities. Care is provided in a generally safe and interesting environment, which caters very effectively for a wide range of needs. Leaders set high standards and share their values with others, creating a strong team where individuals are knowledgeable, skilled and confident about the policies of the service and the care they are providing.

### **2. Improvements**

Since the last inspection, there have been a number of improvements to the setting including; erecting a wooden fence in the outside play area to improve security; installing a plastic curtain to ensure children's privacy while nappies are changed; and extending the hours the setting operates to support the provision of the childcare offer.

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

We found no areas of non compliance with the regulations. We made recommendations to clarify areas of the statement of purpose and operational plan, and also to consider how to improve the sleep facilities.

# **1. Well-being**

## **Summary**

Children have excellent opportunities to express their wishes and make choices. They can be extremely confident that they will be listened to. Children are very happy and they have excellent opportunities to develop their individual skills through exciting and stimulating child-led activities.

## **Our findings**

Children have a strong voice at the service. They are easily able to express their preferences and they are responded to meaningfully by practitioners. For example, for most of the sessions they led their play, deciding on what activities they wanted to play with and whether to play inside or outside. They could choose whether they wanted to do things independently or have help. They had some influence over the activities provided on a daily basis as they are consulted at the end of the session about what they would like to do in the next session.

Children are very well settled and form strong bonds with practitioners and peers. There is an effective settling-in process in place which is tailored to the children and family's individual needs. A parent told us that this had been a very positive process for their child. We saw children arriving and settling in extremely well. Children were clearly familiar with the routines of the service, engaging in tidying up and preparing for snack. We saw children happy and smiling and approaching practitioners spontaneously for cuddles or to engage them in their play, for example, making them a cup of tea in the home corner or reading a book with them. We saw children were confident to access all play areas and the toilet facilities.

Children interact well with peers and practitioners. They are developing their social skills well. We saw that nearly all children naturally used good manners and showed kindness to one another without being prompted. For example, children making dinner in the home corner moved chairs so their friends could join them around the table. They also waited their turn for the platter at snack time. They sat nicely, chatting to each other while they ate. We saw children of all ages forming friendships, playing together well and showing thought for others. For example, co-operating with each other while playing in the home corner.

Children enjoy their play and learning enormously. They have excellent opportunities to develop their skills through play and the daily routine. Children were enthusiastic and very engaged in their chosen play throughout the playroom and outside area. For example, one child took a carrot from the home area and decided to use it to paint a picture instead of using the potatoes that had been already put out. They really enjoyed the pattern they

made and proceeded to paint with their hands, smiling as they spread the paint with their fingers. A group of children really enjoyed looking for bugs in the garden and were excited with the worms and bugs they found under a tree.

Children are learning very good skills to develop their independence. They are confident to choose activities, supporting them to develop independent thinking skills and make their own decisions. We saw children collecting their own plates and cutlery and serve themselves food at snack and mealtimes from platters. They were able to decide when and if they were hungry and wanted a snack, as it was staggered. They were able to pour their own drinks. Children are learning to use the toilet facilities independently, washing and drying their hands with adult supervision. Tissues are available in the playroom and children were able to take one and were supported to wipe their own noses, putting the used tissue in a bin. Coats are located at a convenient height and location for children to choose to put them on to go outside. Children could take time to dress themselves but practitioners were nearby offering support if they needed it.

## **2. Care and Development**

### **Summary**

Practitioners are very enthusiastic and committed to keeping children safe and healthy and have a very good understanding of the setting's policies and procedures. Practitioners are knowledgeable about child development and undertake regular training. They are responsive to children's requests and create a relaxed environment, managing children's behaviour very positively. Practitioners work well together as a team to successfully promote children's play, learning and development.

### **Our findings**

Practitioners confidently follow the settings policies to keep children safe and healthy. There is a clear child protection and safeguarding policy, which refers to the Prevent initiative. Practitioners were very confident about their responsibilities in relation to child protection concerns, safeguarding children and dealing with any medical needs. They ensured that there were health-care plans in place, where necessary. The medication policy is currently being reviewed in relation to the administration of non-prescribed medication. Practitioners supervised children well and implemented safe hygiene procedures. There are a number of healthy initiatives in place at the setting such as the Healthy and Sustainable Pre-school scheme. Practitioners effectively put into operation the Designed to Smile tooth brushing scheme, ensuring that pre-school children brushed their teeth after snack. Practitioners undertake fire drills with children and were confident regarding the evacuation procedure. However, these had not been undertaken termly as per the evacuation policy. This was highlighted to the person in charge, who agreed that they would be undertaken more regularly in future. We viewed a sample of accident, incident and existing injury records and found that were fully completed and an audit had been undertaken on a monthly basis to identify whether any further action needed to be taken. The setting has recently started operating as full day care and has established procedures for providing food for children who stay for lunch. The menus are currently limited as the kitchen facilities are still in the process of being developed.

Practitioners manage interactions very effectively. Staff are extremely calm and they implement consistent and positive behaviour management strategies as outlined in the behaviour management policy. For example, they used simple reminders consistently, such as, 'kind hands' and 'walking feet.' When a child was running with a pushchair, they calmly asked them to consider if their baby liked going so fast and it might be better to slow down. The child smiled in agreement and continued on taking their doll for a slow walk. They worked sensitively with children to find solutions to problems together. For example, they encouraged a child who was painting enthusiastically, to put on an apron to protect their clothes and the child agreed and put one on to continue painting. For example, a child

During snack time, practitioners were gentle in their tone when encouraging children to say 'please' and 'thank you' and children responded readily by repeating the words.

Practitioners effectively promote children's learning and development and are keen to meet their individual needs. Practitioners complete detailed and regular observations of children's development and use this information to set targets and to plan exciting and stimulating activities. They ensure that activities inspire children to be curious learners and natural and real life materials such as fresh vegetables are used to make activities more interesting and realistic for children. Use of the outside areas ensure children have access to fresh air and exercise and we saw practitioners extend children's thinking through activities such as bug hunting and water play. Practitioners knew the children well and sensitively provided more support and encouragement if children needed it to succeed in their chosen task. There were a number of resources to promote the Welsh and other cultures. Practitioners were heard using Welsh words and phrases regularly to direct and praise children and the Welsh language is incorporated into the daily routine such as circle time.

### **3. Environment**

#### **Summary**

Leaders provide very good indoor and outdoor play facilities, which provides a rich environment for children to learn. They have thorough measures in place to ensure that the environment is safe and secure but still allows children to explore and take measured risks. The environment is well organised to meet the needs of a range of ages, stages of development and interests. Leaders are committed to providing a stimulating and challenging range of resources and play opportunities.

#### **Our findings**

Leaders provide a very safe environment. There are a number of useful policies and procedures that provide clear guidance to practitioners regarding health and safety matters. Detailed risk assessments have been completed for all areas of the environment, specific activities, transport and school runs and these are reviewed on a regular basis. Annual safety checks have been completed in a timely manner, such as checks on the heating system, fire detection systems and portable electrical appliances. There is a very secure system for entry to the setting and leaders ensured that all visitors signed a visitors' book. However, there is no way of communicating with the setting at the locked external front gate but practitioners in the office generally see people waiting to gain access. There were health and safety reminders around the settings, such as reminders to wash hands, emergency evacuation procedures and health and safety posters. Leaders have appointed a health and safety specialist for the Company who oversees any health and safety matters. They continually monitor and develop the health and safety of the environment. Practitioners have undertaken some training in safety matters and the setting is currently completing the Small Workplace Health Award.

Leaders ensure that the purpose built premises are well maintained and provide good facilities for the care of children. Toilet and nappy changing facilities are very good and easily accessible for children. Leaders have organised the play space very well with children's needs at the forefront of the design. They provided interesting play areas with both inside and outside environments set up in line with the ethos of the foundation phase principles. An area is adapted for children to eat meals but there is currently no suitable area for children to sleep, although the book corner is a quiet area for rest. They had designed the environment so that children have access to the outdoors for much of the session if they choose. This included trees, a 'bridge' and other interesting activities that children really enjoyed using. The kitchen facilities are currently being improved as the service has recently expanded and food is now provided lunchtime. The Environmental Health Department have been notified of this change.



Leaders ensure that there are plenty of excellent resources to stimulate the children's interest and imagination. Play resources were varied and suitable for the age of the children. The resources are easily accessible by children as they are visible and stored at their level. Learning areas are changed regularly to maintain children's interest and extend their skills. For example, a role-play area was very well resourced and the shop included some real food. Outside resources were also plentiful and interesting. Good use was made of the natural environment. Leaders and practitioners had appropriate systems in place to monitor the suitability and quality of resources, regularly updating them.

## **4. Leadership and Management**

### **Summary**

Leaders at this service are passionate and committed to providing high quality childcare. They have thorough processes in place to ensure that practitioners are supported and are fully involved in working together to provide excellent care for the children. There is a culture of continuous improvement and building strong partnerships with parents and others for the benefit of the children.

### **Our findings**

Leaders have a strong ethos of child-centred care that is conveyed in the statement of purpose and is evident when you speak to leaders and practitioners. Leaders review and update policies regularly, ensuring that they are shared with parents in the form of a parent's handbook. However, the policies, procedures and the operational plan are in the process of being further reviewed. This is to ensure that they clearly reflect how the setting operates effectively as full day care, including how lunchtime operates as they now provide food. In addition, documentation does not make it clear how the 'family app' is operated at the service, as this is a key electronic communication and record keeping system. Leaders are very aware of national priorities and developments in childcare.

Leaders have established effective systems to evaluate their service. They complete regular self-evaluations and create a culture of continuous improvement. Leaders sets high expectations of themselves and practitioners. There is an internal quality assurance system in operation throughout the Company and an annual review is carried out and a clear action/development plan drawn up. The setting is also monitored monthly by the Flying Start service and takes appropriate action if any improvements are needed. They have also completed the Quality for All scheme and they were highly commended at the last assessment. There is a clear complaint policy and discussions with leaders evidenced that any complaints would be handled positively and any necessary action taken to address any issues.

Leaders manage practitioners well. We looked at two practitioner files and found that recruitment processes are thorough. There is a good process of staff supervision and appraisal and leaders keep this under review to ensure its effectiveness. Practitioners told us that they were well supported and felt that they were valued. Leaders have invested in practitioner well-being by purchasing a package of support from an external agency that practitioners can access 24 hours a day. They have completed the Small Workplace Health Award and are a Corporate Health Award. Leaders have trained practitioners to be first aiders who can support mental well-being. Leaders are committed to ensuring practitioners are well trained and have opportunities to keep their knowledge updated. Nearly all practitioners have undertaken training in first aid and safeguarding. Nearly all

practitioners have a Level 3 childcare qualification, with a number holding a Level 5 certificate. A number of staff had recently completed or were in the process of completing play work training and others had attended training in customer service or the Welsh language.

Leaders develop effective relationships with parents and other agencies such as Flying Start. Leaders keep parents well informed regarding the setting and their children. Comprehensive information is provided to parents when they enrol their child and information is displayed on notice boards in the entrance lobby. There is an electronic system operated called the 'family app'. This is a method of communicating with parents on a daily basis. Parents spoken to were very positive and all said that the service communicates well and they are well informed about their children's progress. The leader told us that they have strong links with the school and local authority. Who operate Flying Start. Leaders have also sought out partnerships with training companies to ensure they can access appropriate training for practitioners.

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

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

None

### **5.2 Recommendations for improvement**

- The statement of purpose and other relevant policies should outline how the electronic 'family app' is used at the service;
- the operational plan should be reviewed to show how lunch time and cooking is managed; and
- consideration should be given to providing facilities that are more appropriate for children to sleep.

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

One inspector undertook an unannounced inspection as part of our normal schedule of inspections. They made two visits to the service. Feedback was provided to the responsible individual at the end of the second visit. The following methodology was used to gather evidence for this report:

- Consideration of information held by CIW;
- observations of care routines and practices;
- discussion with the responsible individual, acting person in charge and a childcare manager;
- discussion with three parents and nearly all practitioners;
- a visual inspection of both inside and outside play areas;
- inspection of a range of policies and procedures, including information held in practitioners personnel files;
- inspection of a number of operational records including children's files, accidents and medication; and
- information provided by the responsible individual during the course of the inspection.

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

## 7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Jenine Gill
Acting Person in charge	Helen Dursley
Registered maximum number of places	24
Age range of children	2 to 8 years
Opening hours	8am to 6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	16 March 2016
Dates of this inspection visit(s)	16 and 19 September 2019
Is this a Flying Start service?	Provides places for Flying Start children
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. This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language 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: None	

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