



Childcare Inspection Report on

Busy Bugs Day Nursery

**Old School
7 Banc Pendre
Kidwelly
SA17 4TA**



Date Inspection Completed

22/05/2019

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Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice

Description of the service

Busy Bugs Day Nursery was re-registered in June 2018. Prior to this, they ran a day nursery at another location. They provide full day care for up to 32 children up to 12 years. The nursery is located in the town of Kidwelly, Carmarthenshire and operates from 7:30 to 18:30 Monday to Friday. The responsible individuals and persons in charge are Sarah Bunyan and Rebecca Rees. The main language used in the nursery is English. They do not provide the Active Offer in relation to the Welsh language.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

The children who attend Busy Bugs day Nursery are happy, settled and enjoy their time at the nursery. The staff interact and respond well to the children's needs providing a positive ethos and encouraging good interactions between the children during play and learning opportunities. The indoor and outdoor environment is secure providing a safe and healthy service for the children. Leadership and management is organised with policies and procedures in place. Leaders comply with regulations and national minimum standards.

2. Improvements

This is the first inspection post registration. Leaders had informed us that they had already taken proactive and prompt action to implement the recommendations made as a result of the inspection.

3. Requirements and recommendations

We made recommendations based on Care and Development and Environment themes, which can be found at the end of this report.

1. Well-being

Good

Summary

Children feel confident, happy and content at this service. Children are relaxed and happy to make choices and decisions. They are engaged in the activities on offer, being enthusiastic learners. Children interact well, forming friendships and display good behaviours. Children's independence is developing.

Our findings

Children were settled and content. Children happily smiled at staff who greeted them on their arrival at the nursery. Children had good bonds with staff. For example children ran to staff for reassurance after falling over. Children felt appreciated when they were praised as they took their bowls and plates back to the hatch at snack time. Older children told us they felt safe with the adults and that they could tell the staff their feelings and concerns.

Children that were present for a settling in session were settled and happy. Children felt valued when they told staff that they did not like certain fruits. Children confidently moved from one area to another after they had finished their food.

Children confidently chose which fruits they wanted and asked for more fruit and drink at meal times. The children felt content with their routines going from one activity to another, for example they knew after lunch it would be story time. Children chose not to wear an apron during lunch time which was accepted by the member of staff. Children clapped happily whilst eating and smiled as they looked at pictures of themselves on the tables. Children chose whether they wanted milk or water verbally or pointed to the one they wanted giving visual clues. They confidently went to the hatch to ask for more fruit.

Interactions between children were positive. For example, children chose to play with a doll and pram happily going for a little walk around the garden with their friends. Younger children developed good relationships as they reached out to show affection by tapping another child on the back and smiling at one another. Children of all ages sat together and waved at each other and staff whilst eating food. Children listened to the advice from staff when running and told they could fall and hurt themselves. During play activities children responded well to distractions when they wanted the same toys in the water tray. Children also confidently approached staff for assistance with sharing toys.

Children enjoyed their play and learning opportunities whilst playing outside. They chose to play on the seesaw and with soft toys. Later in the day, children thoroughly enjoyed playing with jugs and cups in the water tray, coloured sand in a tuff tray, as well as foam and letters. The children were animated and excited and we heard plenty of laughter and shrieks from them as they were taking part in these activities. Indoors, children enjoyed mark making opportunities with chinks and small black boards, as well as painting on a large piece of rolled paper on the floor. Children happily joined in the singing session and enjoyed the story read to them answering questions and listening well. Children enjoyed all focused activities on offer for them.

Children were becoming more independent. For example, the 'Helpwr Heddiw' (helper of the day) enthusiastically gave the cups, cutlery and plates out on the tables for the other children. Children ate their food independently using fingers and cutlery according to their stage and developmental needs. Children chose resources and toys which were accessible to them, for example books, dolls and prams. Younger children chose soft toys and musical instruments and rolled on the floor happily while they played alongside others.

2. Care and Development

Good

Summary

Staff effectively keep the children safe and healthy following policies and procedures. Staff are good role models, modelling positive behaviours and interactions with children. Staff are making continued progress to provide for the children's individual needs. Staff provide constant and positive interactions with children and value their needs and choices.

Our findings

Staff demonstrated good knowledge of infection control procedures before and after lunch, sanitising the tables and high chairs before serving food. They washed their hands before meal times and provided children with liquid soap and separate paper towels. Staff also encouraged children to wash their hands after being outside in the garden area. They provided separate baby wipes to clean children's faces and hands after eating. Staff were aware of the new Food and Nutrition guidance and had created a new four weekly menu. Staff provided the children with various fruits and a choice of water and milk for snack and lunch on the day of inspection which was chicken curry and rice and a lollypop for pudding. Leaders told us that they follow the 'Design to Smile' tooth brushing initiative. Staff promoted sun safety by encouraging the children to wear sun cream. Staff followed good hygiene procedures whilst nappy changing, for example wearing protective clothing and sanitising the areas between each change. Staff recorded the dosages of medicine with signatures of staff and parents, although they did not note the previous dosages. However, during the course of the inspection leaders and staff took prompt action to rectify this. During sleep and rest times, staff provided cuddles and reassurance to children giving them comfort toys and blankets. However, some children shared sleep mats, although staff have reassured us since the inspection that there are now sufficient separate sleep mats available.

Staff provided regular detailed risk assessments of all areas. Additionally, staff risk assessed the garden area every time the children went to play outside. A sufficient number of staff were qualified first aiders, held food hygiene certificates and their child protection training was in date. Most staff had a good understanding of procedures of safeguarding, for example they answered questions competently on how they would deal with safeguarding situations within the nursery. However a few were unclear on these procedures in relation to child protection. Staff were unaware of their responsibilities under the radicalisation and the prevent duty.

Staff provided a happy ethos in the nursery. Staff were consistent in their interactions with children during meal times. For example staff asked children if they were enjoying their food and asked if they wanted more fruit, milk and water. They encouraged children to say 'please' and 'thank you' after they had received their food and drinks. Staff modelled good positive interactions by asking the children to sit nicely so that they did not fall over. They

also encouraged good behaviours between children by asking them to share the see saw and ensuring children took turns. Children's self-esteem is promoted as they received plenty of positive comments. For example, staff praise the children for their good painting skills and for tidying up. They cheered and celebrated as younger children played a game with older children and managed to throw the bean bags in the hoops.

Many interesting and fun focused learning opportunities by reading stories such as 'The Three Little Pigs'. Staff promoted the Welsh language by singing songs such as 'Clap, Clap, Un, Dau, Tri' and asking questions such as 'Dŵr neu Llaeth?' during morning snack time. Staff provided many interesting and fun focused learning tasks for the children which included mark making using chalks and sand, water play, painting skills. Staff also encouraged the children to form their names and modelled to the children how to draw people. Staff taught colours through play opportunities outside with hoops and bean bags. Although the focused tasks were rich in learning value, they did not provide many continuous provision opportunities for children's independent learning. Staff encouraged independence by giving children the opportunity to be helpers of the day and to water the plants inside and outside in the garden area. Staff plan for the children's learning, taking note of themes, aims and age appropriate activities, although they did not include the children's next steps in the planning.

3. Environment

Good

Summary

The premises is nicely decorated and hygienically clean. There is sufficient space for the children's play and learning indoors and outdoors. Leaders provide good quality age and stage appropriate toys and resources. Leaders have clear policies and procedures and robust risk assessments to safeguard the children in their care.

Our findings

Leaders ensure that the premises are secure. For example the outer door is kept locked and visitors to the nursery have to ring the doorbell to gain access by staff and leaders. The outdoor area was securely enclosed to prevent unauthorised access. Standards of hygiene and cleanliness were good. The premises were well maintained and records of regular checks available. There were detailed risk assessments covering the inside and outside of the nursery ensuring that children were kept safe. Leaders and staff also risk assessed all outings.

Leaders provided a satisfactory range of good quality toys and resources for children of all ages and stages of development. There were suitably sized chairs and tables, including high chairs for younger children. Leaders had placed secure doors and safety gates in between the play areas and children have no access to the kitchens. All chemical cleaning substances were stored away from the children. Toilets and low level wash basins were suitably sized, providing for the children's privacy and dignity. However, we found that one toilet had broken. Leaders told us that the toilet had not been used by children since the day of inspection.

The learning areas were bright, colourful and children's work was displayed on the high wall displays in the nursery. Leaders provided sufficient English and Welsh reading books, soft toys, role play area, musical instruments and small world toys for the children, which were easily accessible for children. However, continuous provision of resources could benefit the children's ability to develop their independent learning through specific areas of learning to include resources which enhance role play, small world play, creative and physical skills, language and mathematical development as well as social development within the areas. Staff had planned craft activities to celebrate the Chinese New Year and Diwali festival to develop the children's diversity and cultural awareness. Leaders also provided children with multicultural dolls and books. Leaders provided an outdoor area which was spacious and gave children opportunities to use the sand and water play, messy play, gardening area, as well as scooters and ride-on cars.

4. Leadership and Management

Good

Summary

Leadership is organised and meets the requirements of the regulations and national minimum standards. The service has a positive working ethos and staff benefit from a supportive management team. Leaders have good partnerships with parents who are very happy with the service and the care provided for their children. Self-evaluation is developmental based on the needs of children and parents. Updated policies provides the staff with the knowledge and skills needed to care for the children effectively.

Our findings

Leaders regularly update the policies and procedures and ensure they are shared with all staff. Leaders had a detailed statement of purpose which they updated during the course of the inspection to include the arrangements for dealing with emergencies and also Care Inspectorate Wales' contact information. Leaders had kept detailed records of incidents and accidents, which had been signed and dated by parents. Staff told us that they felt well-supported by leaders at this service *"I really enjoy working here, it's the best place to work, the staff are all so friendly"* and *"I've worked here for years, I find the staff are supportive and treat you as a friend."* However, some staff told us they would have liked to gain better qualifications during their time at the nursery. Leaders had a happy and friendly approach towards staff and children at this service, for example we heard them happily laughing with the children and proudly telling each other during lunchtime stories about the children's achievements. There was sufficient numbers of staff on duty at all times and a supernumerary member of staff to take care of office duties, as well as a qualified cook on the premises.

Leaders at this service were experienced and well-qualified child care practitioners. They had a robust recruitment process in place, and the information in the staff files was compliant with regulations. Leaders checked attendance registers and staff arrival and departure times were recorded.

Leaders effectively assessed the quality of their service and looked to develop the provision. For example they told us they had plans to improve the outdoor area. They intended to distribute questionnaires to parents shortly for their annual quality of care report. Leaders had recently employed an experienced member of staff to help manage the administration work of the nursery.

Partnerships with parents were positive as we heard staff giving feedback to parents when collecting their children. They provided a home to nursery contact book to parents which gave information on activities, food eaten and toileting needs. Parents' feedback was positive as one parent told us that they have used this service for many years. Parents made comments such as *"The girls are extremely friendly"* and *"An amazing nursery."* As well as *"They are really personable, friendly and you can tell they are passionate about their nursery. Our children have been very happy there. Excited each day to go there."* Leaders

provide regular settling in sessions for new children. Leaders have an 'All about me' booklet which parents completed before the children started at the nursery. This provided staff with sufficient information to provide for the children's individual needs before starting at the nursery. Leaders distributed a monthly newsletter to parents with information on activities, news and dates for their diaries. Leaders also used a social media website to inform parents about activities and to share photographs Leaders had involved the children in 'Rugby Tots' sessions, swimming lessons and 'Alferoos Sensory and Discovery Play' sessions. The children regularly go out on walks in the local area and had visited the park in Kidwelly and Folly Farm.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

This was the first inspection post registration.

5.2 Recommendations for improvement

We recommend that leaders:

- develop the continuous provision and resources for the areas of learning;
- provide an easily accessible way for children to help themselves to foods independently;
- provide planning which reflects on the views and next developmental steps of the children;
- maintain and repair the toilet in the children's toilets;
- provide a cover for the sand area in the garden;
- ensure that all staff are able to put the safeguarding policy into practice;
- become aware of the 'Prevent duty' training;

6. How we undertook this inspection

This inspection was a post-registration inspection. Two inspectors carried out the inspection on Wednesday 22 May for a period of approximately 5 hours and 15 minutes. During the visit, we;

- made general observations of the interactions between the staff and the children attending the service and undertook an observation using the SOFI 2 tool looked at a wide range of records;
- looked at policies and procedures;
- looked at the risk assessments and insurance certificates;
- spoke to two parents and staff members and
- spoke to children at this service.

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 Full Day Care
Registered Person	Rebecca Rees Sarah Bunyan
Person in charge	Rebecca Rees Sarah Bunyan
Registered maximum number of places	32
Age range of children	0-12 years
Opening hours	7:30 – 18:30
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	This was the first inspection
Dates of this inspection visit(s)	22 May 2019
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. 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> '.
Additional Information:	

Date Published 16/07/2019