



Childcare Inspection Report on

Abermule Busy-bees Childcare Ltd

**Abermule Community Centre
Abermule
Powys
SY15 6ND**



Date Inspection Completed

09/09/2019

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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

Abermule Busy Bees Childcare Ltd is located in Powys. The responsible individual and person in charge of the day to day running of the service is Karen Akehurst. Care is provided from 8:45 to 15:15, Monday to Friday, term time only. Places are available for children aged from 2 to 5 years. Places are offered to children aged three as part of Early Entitlement, so the service is also inspected by Estyn. The service is registered to care for up to 16 children at any one time.

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

Summary

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

1. Overall assessment

Children enjoy their play and learning experiences and feel safe in the care of the staff. They interact well and make choices about how they spend their time. Staff are good role models, promoting and encouraging good interactions. They keep children safe but need to ensure all relevant procedures are shared. A healthy lifestyle is generally promoted well and children have opportunities to be active and enjoy the fresh air. Suitable planning and development records are kept for some children but this could be extended to include the younger children. The environment is safe, secure and provides a welcoming atmosphere. A suitable amount of space is available for children to use for their play and learning, including areas outside. Resources are appropriate for the ages of the children. Leaders manage their service and staff effectively. They understand the importance of self evaluation and develop positive partnerships with parents.

2. Improvements

During the writing of this report the responsible individual has informed us that a fire drill has been conducted with the children, they have requested quotes to lower a sink for children to use for hand washing, one of the tables has been replaced and a and natural area has been created, they have ensured the sand tray is freely available for the children at all times and an allocated a time for the responsible individual/person in charge to receive supervision has been planned.

3. Requirements and recommendations

We made recommendations relating to care and development, the environment and leadership and management.

1. Well-being

Good

Summary

Children settle well in the care of consistent staff whom they have formed positive relationships with. They make choices about how they spend their time and interact well with others. Children can follow their interests and develop well through the activities and resources available to them.

Our findings

Children had choices and made decisions about how they spent their time and which activity they wanted to take part in. They could decide to take part in an adult led activity or free play. Children were confident to ask for items they wanted that were not freely available. For example, asking for water to play with when outside. Children communicated confidently, verbally or using non verbal cues and they knew these were understood and responded to appropriately by staff. This helped the children to feel valued and develop their self esteem.

Children attending were either having their first session since before the summer holidays or had only recently started. All the children were extremely well settled and enjoying their time. Children knew the staff as they were consistent and positive relationships had already been developed between the children and staff. They chatted together happily about their interests and things that were important to them, such as their friends and family.

Children interacted well together. They were learning to understand the needs of others, sharing and taking turns when playing a game and enjoyed completing activities such as a jigsaw together. Children followed the routines and requests made to them by staff. For example, they were learning to line up when it was time to go outside and helped to tidy away the resources when asked.

Children were all busy completing an activity they had chosen and enjoyed. They were actively involved in a play activity that allowed them to follow their interests. For example, a child had fun pretending to be a firefighter, wearing a helmet and pretending to put fires out with the toy fire extinguisher. Children had opportunities to play alone or alongside other children and staff.

Children learnt through their play and the routines in place. They had access to suitable resources that were a good mix of educational and those that promoted creativity and role-play. Children had opportunities to develop their independence. For example, they helped to tidy up after snack.

2. Care and Development

Adequate

Summary

Staff generally implement practices and procedures to keep children safe and healthy. They manage behaviour well, supporting and encouraging children to communicate appropriately and giving them opportunities to socialise. Staff complete some suitable planning that ensures children develop a range of skills and they provide suitable experiences for the children's ages and stages of development.

Our findings

Staff successfully implemented most of the policies and procedures of the service. They had clear procedures to follow if they have concerns about a child and staff had completed safeguarding training, helping them to understand the procedure to follow should they have concerns about a child. Some positive procedures were followed to prevent cross contamination. For example, tables cleaned before snack times and food prepared appropriately. However, we noted that children washed their hands in a communal water bowl and shared the same towel to dry their hands, increasing the risk of cross contamination. Staff were aware of the procedure to follow should there be cause to evacuate the premises quickly. However, no fire drills had been conducted recently, which would help the children to understand the procedure they should follow.

Staff supported children in learning about and having a healthy lifestyle. They provided healthy snack choices and offered milk or water to drink. Staff provided daily opportunities for children to be active. They used the outdoors when possible but also encouraged children to be active indoors. For example, a child got the coloured plastic spots out and was having fun jumping from one to another.

Staff were good role models, talking appropriately to the children and encouraging positive interactions. They were involved with the children during their play, talking and discussing what they were doing and encouraging others to become involved. Staff sat with children during snack time and had their lunch together, making this a sociable experience and supporting and encouraging language and communication skills. Staff gave the children lots of praise and celebrated their achievements, helping the children to feel proud and valued.

Planning was in place and development profiles and tracking of progress for some children was being reviewed to reflect the recent introduction of Early Entitlement. Staff provided appropriate opportunities that supported children's learning and development. However, there was no planning or tracking completed on younger children's individual development.

3. Environment

Adequate

Summary

The environment is secure and provides a safe place for children. The indoor and outdoor areas are spacious and welcoming. Resources and facilities are suitable for the ages and stages of development of the children, although children would benefit from more natural resources.

Our findings

Leaders ensured regular checks and risk assessments were completed on the areas used by children to ensure it was safe. Daily checks were conducted so any new hazards identified could be dealt with. The entrance to the service was kept locked and visitors were recorded, ensuring no unauthorised access was possible. Registers were kept of children and staff so everyone could be accounted for in an emergency. The outdoor areas were surrounded by secure fencing and gates were kept locked.

The environment was child centred and provided a suitable amount of space for children. The main playroom was light with large windows allowing natural light to flood in. There were lots of colourful displays, some of which contained work completed by children. This gave them a feeling of belonging. There were suitable toilet facilities available and a small kitchen area, which was used for preparing snacks and drinks. The service was welcoming, helping children, staff and visitors to feel relaxed.

The service provided several outdoor areas that the children could access. These were inviting and gave children the opportunity to be active in a safe environment. One area was for sole use of the service. It was grassed and children enjoyed playing ball games and accessing the resources available. They also had access to enclosed tennis courts that were shared with the school. Staff planned opportunities for children to use this space to go on bikes and scooters and it was also more suitable when the grass was wet due to the hard surface.

The equipment and resources provided by leaders were suitable for the ages and stages of development of the children. There were some areas of learning set up that reflected the foundation phase philosophy including, role-play, construction and ICT. We noted that indoors did not provide many natural resources that would help develop children's skills and knowledge of the world around them. Furniture and storage were child sized allowing children to be independent and comfortable when completing tasks. The outdoor resources gave children an opportunity to develop their senses and interest in the natural world. For example, there was a water play area with pipes, tubes and funnels, which proved very popular with the children.

4. Leadership and Management

Adequate

Summary

Leaders understand their roles and responsibilities and ensure policies and procedures are up to date. Some self evaluation has taken place and leaders are aware of the need to complete a quality of care report. Staff are managed well and good partnerships have been developed with parents and local community.

Our findings

Leaders effectively managed their service. They were dedicated and considered advice given to them to help them improve the care they provided. Policies and procedures reflected current practice and the statement of purpose provided parents with the information needed for them to decide if it was the right care for them and their child. The paperwork inspected was organised well, with documents, including children's records, complete and containing the required information.

As the service had been operating for less than 12 months, no quality of care report had been written. Through discussion with the responsible individual it was evident they fully understood the need for one to be completed and they had already thought about how they were going to collect the views of parents. Leaders were keen to evaluate the care they provide and make changes that would benefit the children.

Leaders had ensured staff were suitably qualified and experienced to care for children. Staff files contained the required information and core training for all staff was up to date. This included first aid and safeguarding. Leaders ensured ratios were met in relation to the number of staff caring for children at any one time and there was a suitable contingency for when staff were absent to ensure children were cared for by consistent staff. Leaders conducted regular supervisions with the staff, which helped information to be shared and training needs to be identified. However, we noted the responsible individual/person in charge had not had an opportunity for supervision.

The service had good partnerships with parents. They had developed a positive relationship so that information could be shared frequently. This was done mainly through discussions at the beginning and end of the sessions. There was a notice board and regular news letters were sent home to keep parents up to date with events.

Close links were created with the school as they shared resources and play areas of the environment. This helped with the transition process for children as they became familiar with their surroundings and some of the school staff. Leaders gave children the opportunity to explore and feel part of their local community through organised walks and trips to places such as the park.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

We made the following recommendations;

- to provide suitable wash facilities for children to avoid using a communal bowl and towel which will help prevent cross contamination;
- to have some way of recording skills and development of the younger children so their progress is known;
- to practice regular fire drills with the children;
- to review resources to ensure children are provided with natural materials indoors that will inspire them and support their development, and
- to have a procedure in place that ensures the responsible individual/person in charge has supervisions and an annual appraisal.

6. How we undertook this inspection

This was an unannounced full post registration inspection undertaken as part of our schedule of inspections. One inspector visited the service on 9 September 2019 from 9:00 to 12:00.

We:

- Inspected a range of documentation including, risk assessments, policies and procedures, registers, four staff files and four children's files;
- observed practice and completed observations to evidence the children's engagement and the care being provided by staff;
- spoke to the children, staff and responsible individual;
- inspected areas used by the children, and
- gave feedback to the responsible individual and a member of staff.

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
Responsible Individual	Karen Akehurst
Person in charge	Karen Akehurst
Registered maximum number of places	16
Age range of children	2 – 5 years
Opening hours	8:45 – 15:15 Monday to Friday term time only.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First since registration.
Dates of this inspection visit(s)	09 September 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	This is a service that does not provide an 'Active Offer' of the Welsh Language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use the service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh Language in social care.'
Additional Information:	

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