



Childcare Inspection Report on

Busy B`s Day Nursery

**Treborth Business Park
Station Buildings
Bangor
LL57 2NX**



Date Inspection Completed

28/08/2019

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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 B's Nursery is a bi-lingual (Welsh and English) service located in Treborth, Bangor. It is open Monday to Friday from 07.30 – 18.00 hours. A total of 43 places are offered to children from 3 months to 11 years. Children have use of rooms on both floors of the building as well as an enclosed outdoor play area. Justine Burley is the registered person and shares the person in charge role with Jennifer Puryer.

The service does not provide the Welsh language Active Offer.

Summary

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

1. Overall assessment

Children are settled and make their own choices. They enjoy their play and learning experiences and generally sustain an interest in what they do. Staff are kind in their approach, keep children safe and know the children well. Staff generally plan interesting activities suiting the children's ages and stages of development and understand how to keep children healthy. Leaders ensure children are cared for in a secure and mainly safe environment. They provide children with sufficient space to play indoors and outside and generally ensure resources and equipment are of suitable standard, clean and in good repair. Leaders endeavour to make positive improvements in order to move the service forward. They encourage staff to attend training and courses to improve their knowledge in the field of early years and, through induction and supervision of new staff members, staff generally understand their responsibilities. Leaders have positive partnerships with parents and the wider community. However, improvement is needed in order to fully comply with regulations and standards.

2. Improvements

Since the last inspection improvements include;

- leaders have established more regular supervision meetings with staff;
- leaders have been successful in securing significant funding to improve the outdoor play area;
- accident and incident records are reviewed monthly;

- playrooms have been re-carpeted and new toys and resources have been purchased, and
- staff have received training and attend courses to enhance their care of the children.

Since this inspection, leaders have sent us the following information in writing;-

- a more informative statement of purpose and notified us of a staff change in a timely manner;
- confirmed the staff washroom is kept to a high level of cleanliness;
- the daily staff attendance records are being monitored by the person in charge;
- all staff leave their handbags within the staff area which has a safety gate preventing all children access and the safety hook to the unused washroom is always locked, and
- the radiator guard in the holiday club and the drainage covers outdoors are now secure.

3. Requirements and recommendations

We have advised the person in charge that improvements are needed in relation to records (regulation 30); provision of information (regulation 31); review of quality of care (regulation 16) and hazards and safety (regulation 25) in order to fully meet the legal requirements. Notices have not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the registered person to take action to rectify these and they will be followed up at the next inspection.

To improve practices, recommendations were made in relation to well-being, care and development, the environment and leadership and management.

1. Well-being

Adequate

Summary

Children are settled and make their own choices. They are forming friendships with each other and staff and develop their independence. Overall, children demonstrate they are learning how to interact positively. They enjoy their play and learning experiences and generally sustain an interest in what they do.

Our findings

Children's choices and attempts at communication were valued. They chose what they wanted to do and their choices were respected. For example a child was asked if they wanted the garage out and when the child responded with a clear 'no way', was asked if they would like a story instead, to which the child answered 'yes'. Children decided when they wanted to sleep and what they wanted to eat. For example, a young child was offered, and happily ate an alternative meal at lunch time, as they did not want to eat the meal prepared.

Children were content and settled. Younger children hummed tunes as they played and a preschool child felt reassured being comforted by staff when they hurt their foot. Although the child was upset, they asked for a chair to rest their foot whilst they happily joined in with a game their friends were playing. Children felt a sense of belonging as their colourful craft work creations were displayed on their playroom walls. Two holiday club children kindly completed our questionnaire during our visit and commented they 'felt safe', there was 'nothing that made them feel sad' and they 'had friends at the service'.

Children interacted well with each other and were beginning to understand the emotions of others. For example, a child was worried when their friend was hurt and tried to comfort them to help them feel better. Older children generally understood what they should do if they upset a friend and, with some gentle persuasion from staff, they apologised for their action. Children listened well to instructions. For example, a young toddler went to have their nappy changed when a staff member asked. Most children were learning good manners saying please and thank you, however, older children were heard saying 'what' on several occasions when they had not heard what had been said.

Children generally enjoyed their play and learning with holiday club children telling us everything they liked to do was 'here'. This age group played a game of 'hangman', using the wipe board and chalks to play the game, others focused on building a Lego construction and proudly showed what they had achieved to a staff member. Preschool children smiled broadly when they had built a tall tower of blocks and when they counted how many blocks they had used. Toddler room children engaged well with a story read to them, answering questions about the story as well as learning and pointing at different coloured items named in the story. This was not the case in the baby room as a story was read too quickly and did

not sustain a child's interest. However, babies did enjoy playing tunes on the musical items and had recently created 'moon aliens' in a craft activity.

Children were developing their language and were heard having conversations with staff and each other. Children were learning to do things for themselves, such as children in the baby room eating their lunch on their own and older children using the toilet independently. Children were learning how to keep healthy, spending time in the fresh air, drinking water to stay hydrated and eating healthy meals and snacks. Children used their imagination, for example, in the preschool room they set out pretend beds and told everyone to be quiet as they were sleeping.

2. Care and Development

Adequate

Summary

Staff are kind in their approach and promote positive interactions. They keep children safe and know the children well. Staff generally plan interesting activities suiting the children's ages and stages of development. Overall, staff understand how to keep children healthy but need to follow current guidance in relation to the preparation of bottle feeds.

Our findings

Staff kept children safe and knew what to do should they be concerned about a child. There was a suitable number of staff who held current paediatric first aid qualifications showing they could attend to a first aid emergency if required. Staff generally promoted appropriate hygiene practices such as cleaning tables before and after lunch. However, a milk feed bottle was not covered with a bottle cap whilst waiting for the milk to cool before being given to a child which does not fully meet Public Health Wales' Infection Prevention and Control guidance. Staff provided children with healthy meal choices and ensured children had water to drink throughout the day. Staff recorded accidents and incidents and asked parents to sign to acknowledge having been informed. They generally contacted parents should their child sustain a head injury but did not always note this in the accident record. Fire drills were practiced every month showing children and staff should know how to exit the premises safely in the event of an emergency. Staff completed daily attendance records but had not noted an additional staff member had been caring for babies on one date. The daily attendance record therefore noted there were six babies being cared for by one staff member.

Staff were kind and respectful in their approach towards children and praised them when they showed good manners or did something well. They sat alongside children during snack and meal times and used positive language when talking to children, in line with the service's policy. For example, during an activity in the preschool room a staff member told children 'you are doing well there' and 'wow, well done'. A staff member used distraction to good effect when a child was upset, with the child happily reassured enough to continue with play.

Staff had developed positive relationships with the children and provided responsive care. For example, they cuddled children who were tired and nursed babies gently. Staff planned themed activities for the children with those for younger children more detailed compared to the holiday club's. For example, staff had arranged craft activities for the babies and preschool children linking into a 'Space' theme, which were colourful and interesting. The holiday club craft activity for the day was to draw pencilled pictures relating to the 'Circus'. However, staff told us the older children generally chose what they wanted to do each day

even though children noted in their questionnaire they liked doing 'craft stuff'. Staff knew the children well and followed the child's preferences noted by parents before their child started. For example, a parent noted their child slept with a blanket and cloth comforter, which was exactly what staff provided. Overall, development records were kept for younger children but staff did not note how they used their observations to plan for each child's future play and learning. As staff in the preschool room had not had time to keep development records up to date, they would be concentrating on implementing these from September onwards. Overall, staff organised activities suiting children's ages and stages of development. For example, a sensory activity using flour and different shapes had children excitedly telling everyone what they had been doing and the fun they had. However, there were times in the baby room where the daily routine of completing sheets of information for parents took precedence over the children's play and learning experiences.

3. Environment

Adequate

Summary

Leaders ensure children are cared for in a secure and mainly safe environment. They provide children with sufficient space to play indoors and outside and, generally ensure resources and equipment are of suitable standard, clean and in good repair.

Our findings

Leaders ensured the environment was secure from unauthorised access; the outdoor area was enclosed, doors to the service locked and we were asked to sign the visitors book when we arrived. Written risk assessment records had been completed showing how leaders and staff managed and where possible eliminated potential risk of harm to children both within the service and when out on walks or trips. However, potential risk of harm to children within the service and in the outdoor play area needed improvement. For example, insecure drain covers outside could cause a child to trip and indoors a handbag, which could contain harmful items, was within children's reach.

Leaders provided an environment where children had opportunities to spend time indoors and outside. The overall layout and design of the environment promoted children's independence and was considered from the child's perspective. For example, low level toilets, hand washing facilities and step up stools allowed children to take care of their personal needs on their own. Leaders ensured the environment was light, bright and airy with areas where children could relax or sleep quietly. Children's playrooms were welcoming to them as their individual craft work was displayed. Leaders ensured children had space to move around and be active, both indoors and outside. However, setting out the preschool room more in line with the foundation phase principles, could extend and enhance children's play and learning experiences.

Leaders ensured children had an appropriate choice of resources and equipment suiting their ages and stages of development. For example, the holiday club children enjoyed playing a 'top trumps' game and babies had push-along toys to help them develop their walking skills. Leaders made sure children had opportunities to use different materials and textures in their craft work activities. For example, children in the preschool room had effectively used tin foil to cover a rocket and as a space suit for the astronaut (a baby doll) inside. Children using highchairs were safely harnessed during meal times. Leaders had considered the children's ages when purchasing tables and chairs, which enabled them to sit comfortably at meal times, or when participating in table top activities. Resources and equipment were mainly clean and in good repair. However, to ensure hygiene practices are maintained, the staff toilet and hand washing facility could be improved as the sink surround

was cracked in places and they had no individual towels to dry their hands.

4. Leadership and Management

Adequate

Summary

Leaders endeavour to make positive improvements in order to move the service forward. Leaders have procedures in place to ensure staff are supported in their roles and, through induction and daily supervision of new staff members, staff generally understand their responsibilities. Leaders have positive partnerships with parents and the wider community. However, improvement is needed in order to fully comply with regulations and standards.

Our findings

Leaders had devised a statement of purpose setting out their aims which generally provided parents with the information they needed to decide whether the service met their and their child's needs. Through monitoring, supervision and annual appraisal, leaders generally demonstrated they supported staff in their roles and encouraged them to attend training and courses. However, room leaders told us they generally took the lead in allocating daily tasks to newer staff members. As room leaders were supervising children within their designated playroom they could not always oversee the task being completed to make sure the processes being followed were in line with current best practice. Leaders ensured they were provided with the necessary information from parents about their child's daily routine, needs and preferences before a child started, which helped staff to provide the required care. However, this information was not updated as children grew and developed, meaning staff not caring for the children regularly may not always be aware of a child's current individual needs. Leaders had not informed us of two recent staff changes in a timely manner, as required by regulation.

Leaders provided us with a quality of care report in July 2017 and, although questionnaires had been issued to parents for this year's review, a report had been completed in 2018. Parents responses to recent questionnaires returned included 'loves coming to the nursery', and 'all staff friendly and helpful'. A parent we spoke to told us she had been satisfied with the service and would be sad when their child would no longer be attending as they were old enough to go to school. Leaders had successfully addressed some matters raised in their last inspection report and made positive changes such as carpeting all playrooms following a flood at the service. However, further improvement is needed to meet regulation, raise standards and improve outcomes for children.

Leaders generally ensured checks were completed and kept on individual staff files to evidence their suitability to work with children. Although all staff files examined evidenced current Disclosure and Barring Service checks had been undertaken, further documentation such as birth certificates and a full employment history were missing on some of the staff files. Leaders evidenced several staff were working towards completing early years

qualifications but of the records examined the recommended ratio of qualified and experienced staff was not being adhered to. From the daily attendance records examined and apart from two dates we found leaders ensured sufficient staff were employed to care for the children as was also evidenced at inspection. However, there were two occasions when leaders were responsible for caring for children when they should be supernumerary and overseeing the management of the service. Of the records examined and speaking to staff, children did not always receive consistent care. For example, four daily attendance dates examined for staff caring for children in the baby room evidenced they were cared for on two occasions by the same room leader but with different assistants. On one of these dates, a new, unqualified and inexperienced staff member was caring for three babies on their own. Although leaders were on hand daily to oversee the management of the service, these practices could be improved to ensure children received consistent care from experienced and qualified staff.

Leaders kept parents informed about their child's time at the service, both verbally and in daily written notes. Parents were being invited to attend the service to celebrate the 10th Anniversary of its opening with posters displayed to remind parents of the event and also posted on the service's social media page. Leaders ensured children had plenty of opportunities to go for walks or outings, meaning children were learning about the wider world.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

Regulation 28 of The Child Minding and Day Care (Wales) Regulations 2010 – all fitness checks must be included on each staff member's file. This remains outstanding and must be addressed.

5.2 Recommendations for improvement

Leaders could consider;

- Staff use their observations to plan for each child's future play and learning;
- keeping records of conversations with parents when a child has sustained a head injury;
- following the infection control guidance in relation to milk feed preparation and staff have individual towels to dry their hands in their toilet and washroom;
- making sure staff provide children with activities sustaining their interest;
- supporting room leaders to help new staff to become familiar with how to undertake tasks in line with current guidance and best practice;
- setting out the preschool room more in line with the foundation phase curriculum;
- keeping children's needs and preferences information up to date;
- employing a sufficient number of qualified and experienced staff to care for the children, and
- providing children with a continuity of care.

6. How we undertook this inspection

This was a full inspection which was brought forward due a concern being received. One inspector visited the service on 28 August 2019 from 10.20 to 17.30 hours

- We inspected a sample of documentation including eight staff files, daily attendance and accident and incident records, some policies and procedures;
- we looked at the areas used by children;
- we observed children and the care they received;
- we spoke to the registered person, person in charge, staff, three children and one parent;
- we gave full feedback to the person in charge of our findings.

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	Justine Burley
Person in charge	Jennifer Puryer Justine Burley
Registered maximum number of places	43
Age range of children	3 months to 11 years
Opening hours	Monday to Friday from 07.30 until 18.00 hours
Operating Language of the service	Both (English and Welsh)
Date of previous Care Inspectorate Wales inspection	17 November 2017
Dates of this inspection visit	28 August 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?	No. This is a service that does not fully provide the Welsh language active offer but demonstrates a significant effort to promoting the use of the Welsh language and culture.
Additional Information:	

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