



## Inspection Report

**Busy Rascals**

**Ysgol Gynradd Merllyn  
Foel Gron  
Bagillt  
CH6 6BB**



**Date Inspection Completed**

28/06/2021

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## About Busy Rascals

Type of care provided	Children's Day Care Out of School Care
Registered Person	Susan Blakeley Carole Maddocks
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	<a href="#">Manual Insert</a> 26 June 2017
Is this a Flying Start service?	<a href="#">Manual Insert</a> 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.

## Summary

This is an inspection undertaken during the Covid-19 pandemic; therefore, we have focused on the priority areas for this setting and not the full quality framework.

Children are generally settled and happy as they enjoy being with their friends and playing together. Children have good relationships with staff and learn to interact well and respect each other. Children would benefit from having more opportunities to go outside but they do have some independence and freedom to choose where and what they want to play with.

Staff work well together and they get to know the children, which enables them to plan suitable activities. They effectively implement the settings policies and procedures, which helps to ensure children are provided with appropriate care and supervision.

The environment is suitable for the ages and number of children who attend. People who run the service ensure the indoor and outdoor areas are safe and secure. However, the outdoors could be utilised more, which would benefit the children and their experiences.

People who run the service implement effective policies and procedures most of the time and have a good team of staff who work well together. The robust recruitment process implemented by people who run the service ensures staff are suitable to care for children and have the right experience and training. The positive partnership with the school allows information, resources and facilities to be shared which benefits the care the children receive. People who run the service have a positive relationship with parents, keeping them updated about their child's experiences through discussions at the end of the session.

## Well-being

Children make choices about some of the activities they take part in. For example, at the start of the session, children are asked which resources they would like to play with. Children communicate well and are confident to approach staff, asking for items they want or inviting them to join them in their play. For example, a child approached a member of staff to share a book together. The ability to move around the environment freely is currently less than normal because the children are in small groups due to the COVID 19 pandemic.

Nearly all children are happy and those we spoke to said they liked attending and especially enjoyed playing. Children are generally settled and those that showed signs of not being completely happy were comforted and encouraged by staff to join in with the other children and take part in an activity. Children form friendships with other children and they are comfortable playing with those they are familiar with from school as well as those they are not so familiar with. For example, an older child was proud and showed enjoyment as they read a story to a younger child. Children are relaxed as they know staff well and they are familiar with the routines. For example, children knew that when they arrived they went to the serving hatch for their snack.

Children interact relatively well. Most enjoy the company of other children and play together nicely. For example, two children had a lot of fun playing a game of dominoes together. Most children are polite and respect each other and resources, playing with them appropriately and putting them away when they have finished.

Nearly all children were actively involved in a play activity. Most children show enjoyment and concentrate for a suitable length of time for their age and stage of development. For example, a group of children decided to colour some pictures and focused until they had finished. Children are keen to share what they have done with others, as they are proud. For example, a child showed us a toy pony. Their mane had been tangled and they had spent time brushing it until it was straight. They were keen to show everyone what they had done.

Children have some independence and are able to choose where they want to play. They can access their belongings and use facilities such as the toilets independently. Children have some choice at snack time as they chose which biscuit they wanted and collected this and their drink themselves, helping to promote their independence.

## Care and Development

Staff understand their role in keeping children safe and know the procedure to follow should they have any concerns. Staff however, need to ensure they offer healthy choices of snacks and drinks for the children. Staff conduct and record regular fire drills with the children. This helps to make sure staff and children know the procedure to follow in an emergency. Staff keep appropriate records of accidents and incidents and these are shared with parents so they are kept informed. Staff record theirs and the children's attendance so this information, if needed, can be referred to. They provide children with some opportunities to be active indoors and outside. For example, children accessed physical play equipment such as hoops and skipping ropes when some of the tables and equipment had been cleared away towards the end of the session. However, children would benefit from having more opportunities to go outside in the fresh air.

Staff are caring and respond well to children's needs. They happily join in with children's play when invited to do so. For example, a member of staff sat with children as they were colouring. Staff are consistent in their approach to dealing with any unwanted behaviour. Two members of staff dealt with separate incidents where children were disagreeing about toys they wanted. Both staff were calm and used appropriate language for the age and stage of development of the children involved.

Staff get to know the children well and provide some suitable activities and resources to support children's learning and development. For example, small world resources and craft materials. However, more availability of natural materials and loose parts would improve children's opportunities to be creative and inspired. Staff allow children the freedom to choose from a range of activities to give them independence. However, we observed staff allowing children to spend long periods of time on electronic devices which restricted their time to become involved in activities that are more creative and inspire them.

## Environment

People who run the service ensure the environment is safe. They complete and implement appropriate risk assessments on all areas used by children, including those risks related to the COVID 19 pandemic. For example, staff ensure external doors are locked and people who run the service make sure the entrance is secure and visitors are recorded to stop any unauthorised access.

People who run the service provide suitable spaces for children. The large hall provides room for play and learning at the tables or on the floor. There are suitable facilities such as toilets for the children to access. People who run the service provide some opportunities for children to access the large outdoor areas. There is a large playground and field for the children to use. However, this is not always fully utilised.

People who run the service ensure toys and resources are clean and well maintained. During the pandemic, they are cleaning toys after each session and those that cannot be cleaned are put away for the recommended 72 hours before they are used again. People who run the service generally provide suitable resources for the ages and stages of development of the children attending. For example, children had access to small world play equipment, craft resources and table top games. Staff are able to access resources easily as they are stored well, which helps to ensure they are kept in a suitable condition.

## Leadership and Management

People who run the service have a statement of purpose that meets requirements and includes all the information needed for parents to make an informed decision about the care their child receives. Policies and procedures are dated to show they are reviewed regularly and shared with staff. Most policies and procedures are implemented well, meet requirements and reflect the care and service provided. However, the safeguarding policy needs updating to ensure it contains the correct procedures and is easy for all staff to follow. People who run the service have considered advice and made improvements in response to previous inspection recommendations. For example, they have made sure access to the service is secure and routines have been changed so children are not waiting for long periods for resources to be put out after snack.

People who run the service gather views from children and staff and these are considered as part of the self-evaluation process. For example, children have previously had an input into the potential purchase of new resources. People who run the service look at what has gone well and possible areas for development or improvement within a written quality of care report.

People who run the service have ensured they have a consistent team of staff who understand their roles and responsibilities. This allows the service to run smoothly and ensures appropriate supervision of the children is provided. People who run the service have a robust recruitment process that helps to ensure suitably trained and experienced staff care for children. People who run the service have regular supervisions and appraisals with staff. This allows information to be shared, any issues to be raised and training to be identified.

People who run the service have close links with the school as they use the same premises. This allows information about the children to be shared and areas of the environment to be used by the service and school cooperatively. People who run the service keep parents informed about their child's day and experiences through discussions at the end of the session.



## **Recommendations to meet with the National Minimum Standards**

R1: To control the amount of time children spend on electronic devices and encourage more creative and social play.

R2: To utilise the outdoors more so children have frequent opportunities and the choice to be active and get fresh air.

R3: Review the safeguarding policy so there is one clear document, which represents the service and is easy to follow and understand.

**Areas for improvement and action at, or since, the previous inspection. Achieved**

**Areas for improvement and action at, or since, the previous inspection. Not Achieved**

None	
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**Areas where priority action is required**

None	
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**Areas where improvement is required**

None	
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