



Childcare Inspection Report on

Busy Bees Blaenavon @ BICC

**Blaenavon Community Campus School
Middle Coedcae Road
Blaenavon
Pontypool
NP4 9AW**



Date Inspection Completed

10/10/2019

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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 Bees Blaenavon @ BICC provides day care for up to 30 children aged from two up to 12 years. The service is based in the Integrated Children's Centre in Blaenavon and operates during school term times from 7.30am to 12.30pm and from 3pm to 6pm. The morning sessions include provision under the Welsh Government Flying Start programme and wrap around care for children attending the school nursery in the afternoons. The evening sessions provide after school care for children attending the adjacent primary school. The registered provider is Busy Bees Day Nursery and Kids Club. There is a nominated Responsible Individual (RI) who has overall responsibility for the setting on behalf of the company. Two persons in charge (PiCs) manage the service on a day to day basis. Some simple Welsh is introduced to promote children's learning.

Summary

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

1. Overall assessment

Children are happy, confident and relaxed at this service, and develop good relationships with staff and friendships with each other. Play is child-led and overall children make their own choices and decisions. The environment is safe and secure and largely meets the needs of the different ages of children. The setting works very closely with parents to involve them in their child's care. Leaders and staff work very well together, and strive to bring about improvements to the service to benefit children and their families.

2. Improvements

- Staff working with the older children have completed appropriate qualifications in playwork;
- developments to the outdoor area encourage more opportunities for play with natural resources;
- sessions have been reorganised to improve experiences for the wrap-around children;
- systems are being developed to strengthen observations and planning for the wrap-around children;

- most of the recommendations from the previous inspection have been addressed including that key workers manage their key children's personal needs.

3. Requirements and recommendations

There were no areas of non-compliance outstanding following this inspection.

We made some recommendations to develop the service and improve outcomes for children which are discussed within the report and listed in section five.

1. Well-being

Good

Summary

Children are relaxed and enjoy their time at the setting. They are confident to follow their own interests and largely make their own choices about their play and care. They are building very good, secure relationships with staff and friendships with each other.

Our findings

Overall, children lead their own play and make choices about their care. For example they have their snack when they are ready and take part in the activities provided in accordance with their wishes. We discussed considering ways to provide children with access to the outdoor area during inclement weather in accordance with their preferences whilst still maintaining the very high levels of interaction between staff and children currently created. Children are confident to express their views. For example, the older children decided they preferred toast for their snack instead of the sandwiches planned; they told us they are happy to ask for additional resources from the cupboard if they are not directly available. Younger children's interests are incorporated within the activities provided and this is evidenced through staff observations of their play and corresponding activity planning. We discussed reconsidering how the lunch time session is organised so that the wrap-around children have a good level of choice of activities and resources until they go to nursery. Older children contribute to ideas for activities. However this is not always documented.

Children are happy and feel safe and secure. The younger children skip to their chosen activities, seek out friends to play with, and approach staff spontaneously for cuddles or extra support. Older children have established good friendships with each other and have built up warm relationships with staff. For example, they chat with them naturally as they play and often enjoy involving them in their games. Children are happy to approach staff if they are unhappy about something.

Children are developing their ability to take turns and follow requests from staff with increasing levels of success. For example, younger children are learning to take it in turns to use play resources such as the bikes with good support from staff whilst older children organise themselves more independently. Some children show concern for others and are keen to help their peers. For example, one younger child spontaneously went to find another child's drink as they knew they wanted it; another child happily gave their friend their bag to get ready for nursery.

Children enjoy their time at the group. They are engaged in their activities and motivated to follow their own interests. Some of the younger children were very involved washing vehicles in the water tray, reading stories and building towers with cardboard boxes. Outside they loved riding their bikes or climbing on the climbing frame. Older children enjoyed activities such as making loom bands and

playing card games. Children are keen to show staff and their friends what they have been making, for example, with the craft resources or what they have drawn.

Children are becoming increasingly independent. For example, younger children are learning to manage their own personal needs such as cleaning their teeth and are building up their self-help skills at snack and meal times. Older children confidently make sandwiches for their tea and pour their own drinks.

2. Care and Development

Good

Summary

The setting has effective systems in place to ensure younger children make good progress, and is developing similar systems for the wrap-around children. Staff provide a good variety of activities for all ages of children which meet their interests. Staff work closely with each other, leaders and parents in supporting children well to manage their self-regulatory skills. They ensure children's safety and overall, their health, is promoted.

Our findings

Overall, staff promote children's health and well-being appropriately. They are confident of the procedures if they have any concerns about a child's welfare and leaders ensure staff are well supported and up-to-date with training. The setting is following the healthy and sustainable pre-school scheme which is designed to promote children's health and well-being. Staff encourage all children to wash their hands at appropriate times and support younger children with tooth brushing. Staff promote children's physical play indoors and outside. However, outdoor play is more limited during the winter months, sometimes due to safety issues with the outdoor area at this time of year. Staff generally encourage children to eat healthy snacks and meals. However, sweet foods are sometimes offered to the older children. The RI is planning to review menus for all age groups to ensure they are in line with the most recent Welsh Government guidance on food and nutrition for childcare settings. Nearly all staff are up-to-date with food hygiene training and the setting regularly undertakes audits of the infection control measures in place to ensure hygiene procedures are implemented effectively. Staff work very well together to ensure they supervise children effectively, and they manage the environment successfully so children remain safe throughout the session.

Staff promote children's self-regulatory skills calmly. They speak kindly and respectfully to each other and the children, and sit with younger children at snack and meal times to support appropriate behaviour. However staff do not eat with them which would help create a more family feel and provide good role modelling. Staff use distraction very effectively and provide good support to help younger children understand concepts such as taking turns. They generally offer clear explanations. However, this is not always done consistently. Staff have built up very good relationships with the older children, and they encourage them to manage their own turn taking and deal with minor issues themselves which helps promote their self-esteem. They praise children individually for their specific efforts and use stickers effectively with the younger children. Staff and leaders seek professional advice and training to manage children with more challenging behaviours and work with parents to implement new strategies if required.

Staff provide very calm and supportive care to promote children's well-being and ensure children's individual care needs are met. They ensure younger children make progress at the setting and have

meaningful interactions with their key worker. There are excellent systems in place to ensure the needs of the two year olds are well understood before they start at the setting. Staff know all the children very well and use a number of observation strategies to assess the children and what their interests are. These observations are used to identify targets for each child very effectively, ensure each child receives the individual support they need and can access activities they are interested in. Similar systems are being developed for the three year olds so their progress may be monitored effectively. We discussed ensuring activities provided specifically for this age group stem from their interests. We also discussed ensuring children who do not wish to wear an apron still have access to activities such as water play. Staff encourage older children to determine the content of their play. Staff are very well supported by other professionals within the Flying Start team to ensure children receive additional support if needed. Staff ensure activities and the environment are differentiated to support children with a range of abilities and needs. For example, for the younger children, story times and Chatterbox sessions take place in smaller groups, and one parent told us staff had used Welsh a lot with their child as they were going to attend a Welsh medium school. However, overall only some incidental Welsh is used at the setting; the RI has identified this as an area to develop. Staff encourage younger children to take appropriate risks in their play, for example, on the climbing frame and bikes. However, older children do not always have as good opportunities.

3. Environment

Good

Summary

The setting is secure and there are good systems in place to ensure the environment is safe. The resources and furniture are of good quality and overall, meet the needs of all the children. Some improvements are needed to improve experiences for the older children. There is a small outdoor play area which has been developed to include more space for play with natural resources.

Our findings

The RI and staff take steps to ensure the premises is safe and secure indoors and outside. Staff carry out visual checks of the environment daily so that any hazards or issues with the building are identified and addressed promptly. There are written risk assessments in place covering all aspects of the service which are shared with staff and displayed. The RI ensures that staff are aware of how to assess and evaluate risks through training, staff meetings and the induction process. Repair and maintenance of the building is the responsibility of Torfaen County Borough Council. However, we recommended the RI obtains copies of all safety checks so they can be assured the building is maintained appropriately. Regular fire drills are carried out with all ages of children and appropriate records kept.

The setting provides a welcoming, and overall, suitable space for children. There are clearly defined areas for different types of activities such as dramatic play, construction and messy play. There is a cosy book corner and covered area for children to relax and take themselves away if they want somewhere quiet. Children generally have room to move around easily and enjoy their play. However, the wrap-around children were a little squashed in one area at lunch time. The outside area provides an adequate play space and the natural area has been extended so children can enjoy activities such as digging and the mud kitchen. The layout of the environment fosters children's independence and sense of belonging. For example, resources are well set out on open shelves and in baskets so children can find what they need by themselves, they have their own coat hooks and places to put their belongings and can access the washrooms independently. Older children have their own places to display their art work and can leave projects out to complete the following day if they wish.

Overall, children have access to a good range of appropriate resources for both indoor and outdoor play. Staff ensure the amount of resources available encourages children's ability to make decisions but does not overwhelm them with choice. Resources are of good quality and for younger children are well planned to meet children's different skill levels and provide appropriate challenges to help them develop. For example, a range of different bikes helps younger children progress to their next stage. Some of the outdoor resources encourage younger children to take appropriate risks in their

play. However, these are more limited for the older children. There is a good variety of books for all ages and resources which help children learn about diversity and promote their cultural awareness. The setting also makes good use of recycled materials.

Furniture is of good quality and overall meets the needs of the children. However, we discussed ensuring that all children are able to sit on an appropriate sized chair and that all children have access to appropriately sized resources. For example, the sand and water tray were very low for the older children.

4. Leadership and Management

Adequate

Summary

Overall, the setting is suitably run. Staff and leaders work very well together and are motivated to provide a good service. However, the RI has not always followed the appropriate recruitment procedures.

Our findings

There is a well-defined organisational structure and staff and leaders are clear of their roles. They work well together to ensure the sessions run smoothly. However, we did discuss reviewing the lunchtime session so tidying up does not take place around the children. The statement of purpose is detailed and provides an accurate information to parents about what to expect. Younger children's development is closely monitored and staff are very well supported with their practice to ensure children receive the right care. Systems to improve these processes for the three year olds are being developed. The setting strives to involve parents with their child's care and provides them with good levels of information throughout the child's time at the group. Overall, the setting was compliant with the regulations.

The setting is committed to ongoing development to improve outcomes for children. For example, the organisation of the sessions has been revised to improve experiences for the wrap-around children. Leaders implement a number of schemes to help them identify the service's strengths and areas for development. Observations of children's engagement with activities are used to make changes and improve their experiences to ensure they have a voice and can influence their play. However, systems could be developed to collate and record older children's views to show how these are responded to, and to encourage parents to share their views. The group undertakes a review of the quality of the provision annually and this is shared with parents. Staff feel they can contribute to the annual review and to the development of the setting. A detailed plan is provided which identifies key areas to develop. However, this does not always include all age groups within the setting. The setting implements a suitable complaints policy, and parents are aware of the process for raising concerns.

Overall, recruitment procedures are appropriate to ensure staff are suitable to work with children and in line with the regulations. However, for one member of staff, only one reference had been obtained prior to them starting at the setting. This was addressed following the inspection. There is a comprehensive induction process for all new staff and students. Staff have clear roles and work well as a team to ensure the setting runs smoothly and children receive caring and valuable interactions. Staff are well supported by leaders and other professionals within the Flying Start team to ensure they plan good experiences for children. Staff feel they are supported well both professionally and personally.

The setting has developed good partnerships with parents/carers who are welcomed in to the setting each day to talk with staff and discuss any issues affecting their child. Parents receive good information about the group before their child starts and parents of the younger children are invited to the setting to discuss their child's needs and how they are progressing. The setting keeps parents well informed about events through newsletters, social media and the notice board. The group has developed good links with the local nursery schools which helps ensure relevant information is shared appropriately and there is a smooth transition for children to maintained education. The setting has set up very good links with the local community to extend children's experiences. For example, children regularly visit the nearby old people's home where they enjoy activities such as making fruit kebabs with the residents.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance outstanding from previous inspections

None

5.2 Recommendations for improvement

- Re-consider the organisation of the lunch time session;
- consider ways to allow children more autonomy over their outdoor play, whilst maintaining the excellent levels of interaction between staff and children;
- review menus, as planned, to ensure they are in line with the most recent Welsh Government best practice guidance on food and nutrition for childcare settings;
- develop ways to ensure activities planned for three year olds stem from their interests, and that children can access all activities regardless of using an apron;
- ensure for children of all ages that furniture and play equipment is of a suitable size and promotes their ability to take risks in their play, and
- ensure parents' and older children's views are sought as part of the review of the quality of care, and ensure the development plan makes provision for all age ranges.

6. How we undertook this inspection

This was a full inspection undertaken as part of our normal schedule of inspections.

One inspector undertook two visits to the service, over two days.

- We observed children undertaking their activities and the care provided by the staff;
- we used the SOFI (Short Observational Framework for Inspection) tool to focus on the quality of the interactions provided by the staff;
- we spoke with one parent at the service and reviewed seven CIW parent questionnaires;
- we looked at an extensive range of records and documents including documentation in staff files, parent handbook, statement of purpose, policies and procedures and children's records;
- we looked at the premises, risk assessments and other documentation relating to safety measures and took account of the security measures in place;
- we spoke with staff, PiCs and RI present during the inspection to obtain their views, and clarify information about the running of the group and future plans, and
- our findings were fed back to the RI and PiCs.

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	Susan Driscoll
Person in charge	Stacey Thomas Sophie Driscoll
Registered maximum number of places	30
Age range of children	2 up to 12 years
Opening hours	7.30am to 12.30pm 3pm to 6pm Term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	15 November 2016
Dates of this inspection visit	8 and 10 October 2019
Is this a Flying Start service?	This service is privately owned. Flying Start commission some places at the service.
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 the service. This is because the service is situated in a primarily English speaking area. However, we recommend that the service provider considers the Welsh Government's "More Than Just words" strategic guidance for Welsh language in social care.
Additional Information: None	

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