



Childcare Inspection Report on

Busy Bees St David`s Park Day Nursery

**St David`s Park
Ewloe
CH5 3XN**



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 Bees St David's Park Day Nursery is located in Ewloe. The responsible individual is Margaret Randles and she has appointed Fiona Gudger as person in charge. The service operates from 7:30 to 18:00, Monday to Friday, closing for bank holidays and Christmas. Care is provided for children aged up to 8 years old, with funded places offered for children aged two as part of the Flying Start initiative and for children aged three as part of Early Entitlement. The service is registered to care for up to 129 children and is also inspected by Estyn.

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

Summary

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

1. Overall assessment

Children have a strong voice, making positive choices and contributing successfully to their play and learning experiences. Children learn to interact and communicate well with others. They enjoy the experiences available to them, following their interests and being motivated to learn and develop a range of skills through the fun opportunities they have access to. Staff keep children safe, implementing effective policies and procedures. They promote children's communication and language skills through being good role models and supporting positive interactions. Staff fully understand the needs of the children and use planning considerably well to ensure children learn a range of skills through thoroughly enjoyable and interesting activities. The environment is safe, secure and provides stimulating areas for children to play and learn. Resources and equipment are of a good quality and there is a commitment from leaders and staff to limit the use of plastic and provide natural materials and develop holistic opportunities for the children. Leaders manage their service extremely well, ensuring staff are supported and provided with purposeful resources that support them in their roles. Self assessment of their service is thorough and effective in ensuring improvements are made and opinions of others are considered. Leaders are committed to developing relationships with parents and ensuring they are kept fully informed.

2. Improvements

Since the last inspection the service has made the following improvements;

- outdoor areas used by the younger children have had artificial grass laid so children benefit from having an area they can use more;
- the nursery has been redecorated throughout and new flooring has been laid. This gives the environment a welcoming and calming feel as neutral colours have been used;
- new resources have been purchased with most being made from natural materials, enhancing the holistic experiences for the children;
- the company that own the nursery have developed an app that is currently being used by staff to enhance the experiences of the children. The app allows staff to access resources and ideas for specific topics based on children's interests. This is being rolled out to parents so they can access ideas to support their children at home;
- the company have developed a computer system that allows staff and managers to access policies and procedures and supports supervisions, appraisals, inductions and updates of anything relevant to the service, and
- routines in one of the rooms have been reviewed to encourage and support children to be more independent.

3. Requirements and recommendations

We made a recommendation relating to care and development.

1. Well-being

Excellent

Summary

Children's views and opinions are successfully collected and considered, which supports their self esteem and motivation to play and learn. They interact well and learn to consider the views of others. Children enjoy their play and learning as they have opportunities to take part in meaningful and imaginative experiences. They develop a range of skills as their needs and interests are given top priority.

Our findings

Children had a voice and made real choices that influenced their learning, the experiences they had and care they received. Children confidently moved around their respective rooms, choosing where to play. They chose to play indoors or outside, consistently exploring their environment. Children were asked what resources they would like in the small world area the following day, evidencing that they were consulted about what they wanted to do and made appropriate choices. There was a children's committee where they had a say about topics and discussed changes to areas of learning within the rooms, evidencing that their ideas were collected and valued.

Children were happy and settled. There were a few children that were a little upset due to circumstances such as, only just starting or just moved rooms. Children responded positively to the care and comfort provided by staff and then settled well. Children felt valued as they knew their interests were considered and catered for. Children were familiar with the routines and staff caring for them, helping them to feel safe and know what was happening throughout the day. Children received care and support suitable for their age and stage of development, helping them to feel happy and secure. For example, a child was given the time and comfort needed when they awoke from a sleep.

Children communicated and interacted well with others. They knew the routines and what was expected of them. Older children were involved in writing the rules and it was evident that they understood them. This led to children having more ownership, following them and reminding others to do the same. Children of all ages were confident to communicate with other children, staff and us. Younger children used non verbal cues to express their needs and knew they would be responded to appropriately by staff. Older children chatted confidently with others, sharing their ideas and responding to questions appropriately and politely. For example, a child apologised to another child when they accidentally knocked their tower over. Children were beginning to understand the needs and feelings of others. For example, a child showed concern when another child fell over and hurt themselves.

Children were fully engaged and focussed on their chosen activity. They thoroughly enjoyed learning through the fun activities available to them. Children were keen to share their achievements and invite us into their play, showing they were happy and proud of what they

were doing. For example, a child was keen to show us their development file and the pictures of them completing different activities.

Children had opportunities to play and learn that allowed them to learn and develop a range of skills. For example, older children had been involved in helping to complete risk assessment checks on the environment. Successfully developing positive attitudes to new experiences and learning about hazards and how to manage them. Children were provided with and had access to, equipment that allowed them to be independent and develop self-help skills. For example, suitable cutlery was provided to support children to feed themselves and photographs were used so children knew where to sit at lunch and snack times.

2. Care and Development

Excellent

Summary

Staff fully understand and implement the effective policies and procedures that support them in keeping children safe and healthy. They successfully model good interactions and support children's development of their communication and language skills. Staff are dedicated to providing children with play and learning opportunities that fully support their individual learning and development needs.

Our findings

Staff understood safeguarding ensuring they knew what to do if they had any concerns about a child. There was an effective system in place for updating this knowledge. For example, there was training available on the services own internal app and staff were encouraged on a regular basis to update their knowledge. Staff effectively followed procedures to ensure children were safe. For example, gates were checked and locked and safety gates were used appropriately. Registers were kept and children were signed in and out. Regular fire drills were conducted so everyone was aware of how to evacuate the premises quickly. There was an intruder procedure displayed in each room and an evacuation pack containing such items as, a first aid kit and children's details, was taken outside by staff when children went to play. Staff were aware of and effectively implemented the policies and procedures. For example, the nappy changing procedure followed effective guidelines that helped prevent the spread of germs.

Healthy food was provided and cleaning routines were performed to help prevent cross contamination. However, staff need to consider using gloves or utensils to serve food, to help prevent cross contamination. Staff supported children, ensuring they had opportunities to be active and go outside to get fresh air. Even indoors staff encouraged children to move around and be active. For example, children in pre school were building balance courses out of the wooden blocks, climbing and walking across them.

Staff encouraged and supported children to interact appropriately with others. They modelled appropriate interactions, supporting and developing children's language and communication skills. Staff consistently played alongside the children and became involved in their activities and tasks, making them enjoyable and sociable experience. For example, a member of staff encouraged two babies to interact, shaking the rattles and playing music on the equipment, much to the children's delight as they smiled and giggled together.

The planning completed by staff was excellent and there was a real focus on children's individual developmental needs and next steps. Staff used tracking successfully. It was in depth and showed how observations and focused tasks fed into children's development. Evidence was kept through documents and annotated photos. These went with the children through their time at nursery. The key worker system was exceedingly effective in ensuring

children were catered for and they had access to resources and activities that supported their learning and development and allowed them to follow their interests. For example, each key worker planned individual activities that supported specific developmental needs of their children. Staff encouraged and supported children to be independent. For example, they had recently introduced a new system so transition from lunch to sleep was smoother and children had access to resources they wanted and younger children were encouraged to feed themselves.

3. Environment

Excellent

Summary

The environment is safe with leaders successfully ensuring risks are managed well and in an effective way so new hazards are identified and dealt with promptly. Leaders ensure the environment is well maintained and provides a welcoming and inspiring place for children to be stimulated and encouraged to play and learn. Resources are inspiring and leaders are committed to limiting the use of plastic and providing items that support children's holistic development and experiences.

Our findings

The environment was safe and secure. Doors were kept locked and external gates were secure. Visitors were recorded and entrance was controlled so no unauthorised access was possible. Extra security was in place with a bell connected to the main door so when someone left it was known and could be seen by whoever was in the office. Risk assessments were very thorough, updated regularly and following an accident. For example, when a child tripped and hurt their head on a cupboard the area was assessed again and changes made to prevent it from happening again, showing commitment from leaders in providing a safe environment and manage risks well. Children and parents had been involved in identify potential hazards within the environment and extending this to their homes. For example, parents and children had been asked to look around their homes and identify any potential hazards and send in pictures so they could be shared. Leaders ensured all areas used by the children were checked regularly and staff completed weekly maintenance checks to ensure any issues could be reported and dealt with quickly.

The environment was versatile and spacious; giving children room to move and play safely. All areas had recently been redecorated, creating clean and well maintained areas for children to access. The new decoration gave the service a warm and welcoming atmosphere. All rooms had direct access to outdoor areas that were stimulating and gave children inspiring spaces to be active, learn and enjoy fresh air. The introduction of artificial grass on areas used by the younger children allowed them more opportunities to be independent and explore, as they were able to crawl around independently. The outdoor spaces were fully utilised and supported children's learning and development.

The resources and equipment provided for the children were immensely stimulating and of a good quality. Records showed items were checked and cleaned regularly. The service was committed to limiting the use of plastic and had recently, consciously purchased items that were made from natural materials. These included wooden items and loose parts such as cardboard tubes. Leaders and staff were committed to providing holistic resources for the children and equipped rooms with items that helped children to be curious learners and develop their senses. For example, all rooms had shiny objects, mirrors, items that had

different textures and items from around the home, including pasta for the children to touch and feel the texture of when cooked.

4. Leadership and Management

Excellent

Summary

Leaders manage their service exceedingly well, showing dedication and commitment. Self assessment of the service is embedded in practice and involves leaders, staff, parents and children. Leaders have developed innovative ways to collect the views of others and ensure improvements are made. Staff are managed consistently and with professionalism, ensuring they are suitable to care for children and provide effective care. Positive partnerships are developed with parents, who are kept fully informed of their child's progress and can become involved in their learning and development.

Our findings

Leadership of the service was excellent and showed there was a real dedication and commitment to providing a forward thinking service. Everyone worked together as a team to ensure they were providing the best care possible for the children. The statement of purpose included the required information so parents could make a decision if it was the care they wanted for their child. Policies and procedures were implemented effectively and reflected current practice and the development and introduction of a new on line programme gave staff access to them. Leaders regularly focused on specific policies and procedures so staff's knowledge was kept updated. All paperwork was extremely well organised, making it easy to find what was needed. Leaders had developed an app that gave staff access to resources and ideas related to specific themes, showing their commitment to providing support and extensive resources that benefitted the children.

Self assessment was very thorough and effectively involved staff, children, parents and leaders. Each room identified an area or focus they wanted to improve. This gave them ownership and more drive to implement the changes. For example, improving the transition from lunch to sleep so it was smoother had proved successful. The quality of care report was focused on all themes related to ensuring children's needs were met and their well being was at the heart of the service. Views from parents, children and staff were given top priority and acted upon when required. Leaders had developed and introduced creative ways of collecting parent's views regularly so they could always influence the care provided and positive changes could be made if needed. For example, leaders created a question of the month for parents to vote on. The most recent was, "do you feel comfortable talking to staff if you have a concern?" Parents were encouraged to vote "yes" or "no" by placing an item in the respective bucket provided. This gave leaders an opportunity to get constant and quick input from parents so they could act on issues or make changes.

Staff worked well together. There was a very low staff turnover and most staff had worked there for a long time. The staff we spoke to said they felt supported and enjoyed their work. Staff files we inspected were complete and contained the required information. Leaders had recently introduced a new on line system so staff could complete their induction programme and leaders could keep up to date with all staff's progress. It also allowed staff to identify

and request training. There were creative ideas that could be used to promote and develop certain topics during staff and room meetings. Regular and relevant supervisions and appraisals were conducted by management and room leaders and involved formal meetings and observations. Staff files were complete and training was up to date. Staff had access to a 24 hour phone line where they could contact someone if they had any concerns they wanted to discuss but did not feel comfortable talking to their room leaders or managers about.

Leaders were committed to ensuring they had positive relationships with parents and that they were involved and kept informed of their child's progress. Every four months parents were provided with a report on their child's development and conversations were held at the beginning and end of the day so information could be shared. Leaders invited parents to become a member of the parent committee. This gave them an opportunity to have a say and fully understand the day to day running of the service. Open days were organised so parents could visit the service and see what a typical day looked like or attend a specific organised event. For example, they had put on a special breakfast to celebrate father's day. Ideas for parents to help their children were also available. The new app that had been introduced to staff was being rolled out to parents so they could access ideas and parents were encouraged to get involved in topics children were completing.

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 recommendation;

- for staff to wear gloves or use appropriate utensils when serving food to avoid cross contamination.

6. How we undertook this inspection

This was an unannounced, full inspection, undertaken as part of our normal schedule of inspections. One inspector visited the service on 28 August 2019 from 8:50 to 16: 40.

We:

- Inspected a range of documentation including, risk assessments, policies and procedures, registers, two new staff files and three children's files;
- observed practice to evidence the children's engagement and the care being provided by staff;
- spoke to the children, staff, area manager of the company and responsible individual;
- inspected areas used by the children, and
- gave feedback to the responsible individual over the phone the following day.

Further information about what we do can be found on our website:
www.careinspectorate.wales

7. About the service

Type of care provided	Childrens Day Care Full Day Care
Responsible Individual	Margaret Randles
Person in charge	Fiona Gudger
Registered maximum number of places	129
Age range of children	3 months to 8 years of age.
Opening hours	7:30 – 18:00 Monday to Friday. Closing for bank holidays and Christmas.
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	26 September 2017
Dates of this inspection visit(s)	28 August 2019
Is this a Flying Start service?	Yes
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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