



Childcare Inspection Report on

Busy Bee Preschool

**Pen-y-Dre Youth Centre
Pen-y-Dre High School
Gurnos
Merthyr Tydfil
CF47 9BY**



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Description of the service

Busy Bee Preschool is located within the youth centre on the site of Pen-y-Dre High School in Gurnos, Merthyr Tydfil. Sarah Davies is registered to provide the service and there is a Person in Charge (PIC) to oversee operation of the service on a day to day basis. It is registered to care for up to 20 children and is a Flying Start provision offering care for two to three year olds. The service is provided through the medium of English and includes some incidental Welsh.

Summary of our findings

1. Overall assessment

We found that children who attend this service enjoy and engage in a good variety of play which is planned and purposeful. Staff are motivated, appropriately qualified and provide stimulating learning experiences for children. Children benefit from access to an outdoor play space and an indoor play space which has been developed to encourage their learning and development. Leaders have high expectations for the service.

2. Improvements

This is the first inspection of the service. Since registration the service has continued to develop the outside play space and ensured the safety of children by erecting a boundary fence. A new kitchen has been installed which provides a suitable environment in which to prepare healthy food choices for the children.

3. Requirements and recommendations

The service is compliant with regulations. We have made some recommendations to support the continued development of the environment and some aspects of record keeping and these are highlighted within section 5.2 at the end of this report.

1. Well-being

Summary

Children are able to make their own choices about their play and are well supported to do this. They are listened to and their views are taken into account. They have opportunities to develop a wide range of skills, their independence is promoted and they enjoy the good range of play opportunities available to them.

Our findings

1.1 To what extent do children have a voice?

Children are encouraged to express themselves and their feedback is used to help structure how the service is delivered. There is a children's participation policy in place which supports the ethos that children are capable of forming their own views have a right to express them. Brainstorming sessions are done with children and their ideas and suggestions are used within the fortnightly planning of activities. We heard children confidently express how and where they wanted to play and saw that staff respected these choices.

Children are encouraged to make choices and express themselves

1.2 To what extent do children feel safe, happy and valued?

The service is child centred and children are settled and happy. The ethos of the United Nations Convention on the Rights of the Child to feel safe and valued is central to the working practices of staff. There is a keyworker system in place and children are encouraged to put their own photo below that of their keyworker, so that they are clear who their keyworker is. We saw that children were happy and smiling and ran into the play areas when being dropped off by their parents. Children settled well with this separation and eagerly started their play. Children knew the routine and, for example, understood how snack time operated and what was expected of them.

Children become familiar with the clear routines and are secure in their surroundings.

1.3 How well do children interact?

Children are beginning to understand their feelings and are becoming sensitive to the emotions of others. We saw that children were learning to play either independently or with their peers and most children were happy to share resources. When they were praised for following the rules, such as "That's good sharing! High five!" children were obviously pleased with themselves. Children responded appropriately to staff instructions and sat happily at snack time, talking to staff or their friends only getting up to play once they had finished their snack.

Children interact well and are developing social skills and the ability to form meaningful relationships.

1.4 To what extent do children enjoy their play and learning?

Children are active, curious and engaged in their play choices. During a singing session we saw that children requested their favourite songs of “Hopping bunnies” or “Sleeping monkeys” and enthusiastically joined in singing, giggling and doing the actions to their chosen songs. One child really enjoyed pretending to clean and iron in the home corner whilst other children pretended to shop and cook inviting a staff member into their role play. Children pretended to buy ingredients for a meal and we heard staff say “No I didn’t want tomatoes, can you remember?” and the children excitedly recalled “Beans!” We also saw one child building a wall for Humpty Dumpty and they displayed a real sense of achievement when they were able to build the wall high. Other children had enjoyed making spider masks and acting out the story of Incy Wincy Spider. During outside play, it was a windy day and children loved running around chasing the wind, laughing with their friends.

Children are able to choose how they play and are well supported by staff and this leads to children really enjoying the experiences they have at the service.

1.5 How well do children develop, learn and become independent?

Children are developing well across a range of skills. We observed children’s independence developing. At the beginning of each session children self register encouraging a sense of independence and belonging to the group. They were encouraged to help to tidy away activities when they were finished with them and, with support, most were happy to help the staff with this and join in with their peers. One child displayed real pride in finding the right box to put construction blocks away. Children are able to move around the provision very independently and make many of their own decisions. Children are able to follow their own interests because of this and the good range of resources which are easily accessible to them. At snack time a child is chosen to be a helper and children are encouraged to choose snack, serve themselves from platters and pour their own water or milk. We saw children wash their own hands, brush their teeth and hang their belongings up. Children did not have independent access to water, however we were told that this was a temporary situation as the cooler had broken and needed to be replaced.

Children have numerous opportunities to develop their learning of independence skills.

2. Care and Development

Summary

Children benefit from staff who have a sound understanding of child development and want to make a positive difference to the children in their care. They understand children's individual needs and how to meet these needs. Children remain safe and healthy because staff have a suitable understanding of their responsibilities and of the policies and procedures in place to support them in their roles.

Our findings

2.1 How well do practitioners keep children safe and healthy?

Staff have a good understanding of the policies and procedures and implement them within their daily working practice. We spoke with staff and they had a very good understanding of child protection procedures and what their own responsibilities were in order to safeguard children. In order to further inform staff, a safeguarding flow chart was on display in the office. We saw that food hygiene principles were followed when preparing and serving snack and we saw that healthy options were offered to children. We did discuss that children's access to drinking water needed to be made more accessible for them which the PIC had identified. The service had recently commenced the gold standard healthy snack award. We saw that staff understood the importance of identifying food allergens and had, for example, for a period of time avoided foods that could trigger a severe allergy such as kiwi and strawberries. They also cut grapes into quarters to ensure they did not pose a choking hazard. Children were taught good hygiene habits and were encouraged to wash their hands before snack and after using the toilet. We observed that a child with wet trousers was noticed quickly by staff and the child was changed promptly so that they could continue to play in comfort. We saw that accident forms were completed promptly and this information was reported to the parents when they collected their child. Fire drills are practiced regularly, every six to eight weeks, with children to ensure that they understood how to evacuate the building quickly and safely in an emergency. The inclusion of what exits were used to evacuate the building would be beneficial to add to the information included on these records. Accident/incident and medication records were effectively maintained and when staff noticed one child had developed a rash their parents were immediately contacted.

Staff are able to promote children's well-being to a very good standard and keep them safe and healthy.

2.2 How well do practitioners manage interactions?

Staff work in line with the behaviour management policy and are able to manage children in a positive manner. All staff engage well with the children. We heard lots of gentle prompting of children such as "We walk indoors and run outdoors. Good walking!" Staff gave good eye contact when talking with children and ensured children were listening when giving instructions, for example, "Listen now to my instructions."

Role it, role it, role it and then pat it” during a focused activity. They ensured all children were included, asking them to “Sit on the carpet to do sharing time. Sit by the side, I don’t think x likes you sitting in front.” Ensuring children felt comfortable and at ease. We were told that they have resources, such as an emotions book, to explore and help children understand their emotions. Lots of positive language and interactions such “That’s a lovely smile, are you happy today?” were frequently heard. Staff sat with children and ate at snack time acting as good role models saying “Yum it’s very nice!” encouraging children to try new foods, to which a child replied “I love it”.

Staff are confident and have the skills to manage children’s behaviour well.

2.3 How well do practitioners promote children’s play, learning and development and meet their individual needs?

Staff have a very good understanding of how to promote children’s learning and meet their individual needs. We saw that staff evaluate and discuss each session to ensure activities meet children’s individual needs. They include children’s evaluations and explained they had chosen nursery rhymes as their current theme, focusing on Humpty Dumpty and Incy Wincy Spider as children’s favourites. We heard staff using positional language “Where’s Humpty Dumpty” encouraging children’s understanding and language development. We saw staff asking children to show them what “big” looked like and a child stretched out their arms really wide. We heard lots of welsh spoken throughout the inspection and when one child attempted to say “It is raining today” in welsh they were given a sticker for their efforts. During circle time children were encouraged to count to 10 and then backwards to one “Because you are so clever!” We saw that assessments and observations of children were kept and individual play plans and the planning board recorded good observations of children. For example “X able to match all colours’ ‘Y able to hold pencil correctly’ and ‘ Z said 3 words together”. Staff have Wellcom training from Speech and Language therapists in order to support children’s language development and regularly meet up with therapists for support. We were also informed that if a child’s first language was not Welsh or English, an interpreter became involved to support induction and registration forms are available in a variety of languages.

Staff are aware of the principles of the Foundation Phase curriculum and keep records of children’s development to inform the planning of activities and ensure that they meet the children’s next steps in play and learning.

3. Environment

Summary

The environment is clean, bright and maintained to a good standard. Toys and resources are well looked after, plentiful and of a good quality. Considerable care is taken to maintain safety in order to ensure the well-being of children. The setting has an outside play space which would benefit from further development. Children have easy access to outside play and toileting facilities which help promote their independence.

Our findings

3.1 How well do leaders ensure the safety of the environment?

Procedures are understood and implemented in order to ensure the environment is safe, clean and secure. It has received a rating of 4 from the Food Standards Agency. The service has the support of a council maintenance team and state that any issues reported to the team are addressed. Gas and electrical service checks had been completed and Public Liability Insurance was in place. The PIC was aware that the gas certificate was due for renewal in November 2018. Daily visual checks are undertaken and further supported by termly risk assessments. These identify emerging risks and any actions required or undertaken and we could see that, for example, a lock had been put in place to ensure children accessed steps safely. A visitor's book recorded all visitors to the service with entrances locked and monitored by staff.

The environment is safe for children.

3.2 How well do leaders ensure the suitability of the environment?

Leaders have ensured that the environment is set up and is suitable to meet children's needs. Children have access to furniture, equipment, toys and materials that are suitable and appropriate for their needs. The Infection Control Audit tool was used to ensure the environment was clean and healthy for children and we saw that staff followed cleaning procedures after snack and throughout the inspection to ensure this. Coat hooks and toilet facilities were child sized and the inside play environment had been set up so it was child centred. New fencing had been erected around the outside boundary of the play area to keep children safe. The outside area had equipment to promote children's physical activity and a bug hotel to encourage children's understanding and connection to the natural world. We discussed with leaders that the outside play space would benefit from further development which had already been recognised.

The environment is set up to be child focused and suitable to promote children's all round development.

3.3 How well do leaders ensure the quality of resources and equipment?

Children have access to good quality, varied resources, which are used to enhance children's play experiences. There is a good selection of multi cultural toys and books

available for the children to use. This helps to reflect the wider society in which we live and promotes diversity and equality. Furniture is appropriate for the age of the children and of very good quality. Daily checks ensure that equipment is in good working order and we were told that any broken toys are removed immediately. Toys were checked to ensure they met British safety standards. The resources are plentiful and well maintained with regular cleaning procedures to ensure good hygiene standards.

Resources and equipment are appropriate for the age range, are very good quality and support the children's all round development.

4. Leadership and Management

Summary

There is strong leadership at the setting to support and implement effective record keeping, clear policies and procedures and safe recruitment of staff. The nursery is well organised and managed to a very good standard. Managers and staff fully engaged in the inspection process and were open and transparent throughout. Effective monitoring and review of the service leads to continual improvements which enhance the experience of the children who attend.

Our findings

4.1 How effective is leadership?

There are comprehensive systems in place to support the effective operation of the nursery and leaders have a good understanding of their legal responsibilities. The PIC has high standards and these are shared with the staff team. Team meetings are held which support information sharing and promotion of good working practices. When we spoke with staff they were clear about their roles and expectations, said they felt well supported and enjoyed working at the nursery. There are clear policies and procedures in place which supports the smooth and effective running of the nursery and these should be updated to reference Care Inspectorate Wales when due for review and to reference the correct name of the service. We also noted that some contracts had not been dated or had not been signed in all required places by parents and the PIC said this would be double checked in future.

Leadership is effective and this is demonstrated in the smooth and efficient running of the setting.

4.2 How effective is self evaluation and planning for improvement?

The service has developed good self evaluation tools to constantly improve and review the service. Records demonstrated that the service had evaluated sessions held with parents seeking to improve these meetings for better parent engagement. Quality assurance schemes provide support to the service and they have started the healthy and sustainable pre school scheme to benefit children's all round health. Parent questionnaires are distributed at each of the family sessions which are held three times each year and verbal feedback from parents is also valued. As the service had not operated for a full year they had not yet fully completed the Quality of Care review. However, they had started gathering feedback and information to inform this process. No complaints had been received by the service but a log to record any future concerns or complaints needs to be established.

Self evaluation and planning for improvement is effective.

4.3 How effective is the management of practitioners, staff and other resources?

Systems are in place which ensure that staff are supported and that good child care practice is monitored and maintained. Staff reported feeling well supported and having open access to managers and regular supervisions enabling training needs and child care practices to be confidentially discussed. We looked at staff files and found that safety checks and suitable recruitment procedures were undertaken for staff. There are robust monitoring systems for child absences, safeguarding and accidents and incidents are reviewed weekly. These are then forwarded to the local authority's human resources department for further review. Staff rotas are completed but some omissions were noted where staff had not signed out and the PIC stated that this would be addressed immediately.

The management of staff is effective.

4.4 How effective are partnerships?

Leaders and staff understand the importance of building good working relationships in order to provide a good service to children and their families. Transitions to school are supported by staff who are able to help parents complete education forms if requested to ensure an appropriate school is identified for children. Three times a year Parent and Child Transition meetings (PACT) are arranged focusing on for example, messy play day and healthy eating as a means of supporting parents. Outside agencies visit the service and provide, for example, financial information and advice to parents. We were told that a dentist had also visited in order to raise awareness and offer registration of young children. A monthly newsletter is sent to families and there is a parents' information board situated in the foyer showing staff pictures, their qualifications and weekly snack menu. Health professionals including speech therapists and educational psychologists also support the service, visiting children there as needed.

Partnerships are effective and valued by all staff and management.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

- Ensure children have access to drinking water throughout the session;
- continue to develop the outside play area;
- update documents with reference to 'Care Inspectorate Wales';
- ensure all documentation refers to 'Busy Bee Preschool' when needed;
- ensure parents forms are thoroughly completed and dated;
- records of fire drills undertaken with children should state exit used and
- ensure a concerns log is maintained to record any concerns or complaints raised with the service.

6. How we undertook this inspection

An unannounced full inspection was undertaken over two days by one inspector, with feedback given on the second visit. The following methodology and information was considered:

- Information held by CIW;
- observations of care routines and practices undertaken;
- visual inspection of the setting, both inside and outside;
- discussions with staff and management;
- conversation with some of the children attending the nursery and three sets of parents and
- consideration of a range of policies, procedures and records kept by the nursery.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Children's Day Care Sessional Day Care
Responsible Individual	Sarah Ostler
Person in charge	Bethan Lewis
Registered maximum number of places	20
Age range of children	Two to three years of age
Opening hours	9.15am to 11.45 am and 12.30pm to 3.00pm Monday to Friday during term time only
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	First Inspection
Dates of this inspection visits	18 and 19 September 2018
Is this a Flying Start service?	Yes
Is early year's education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	<p>The provider does not provide the 'Active Offer' in relation to the Welsh Language.</p> <p>An 'Active Offer' means providing a service in Welsh without someone having to ask for it. This is part of the Welsh language Policy to develop and strengthen Welsh language in services. We recommend that the service provider considers Welsh Government's 'MoreThan Just Words follow on strategic guidance for Welsh language in social care'.</p>
Additional Information:	