



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Busy Bees Nursery
Ffordd Tirion
Broadlands
Bridgend
CF31 5EX**

Date of inspection: January 2019

by

Care Inspectorate Wales (CIW)

and

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Busy Bees Nursery

Name of setting	Busy Bees (company name: Just Learning Ltd)
Category of care provided	Full Day Care
Registered person(s)	N/a
Responsible individual (if applicable)	Margaret Randles
Person in charge	Ceri Kinsey
Number of places	108
Age range of children	2 months to 5 years
Number of children funded for up to two terms	7
Number of children funded for up to five terms	0
Opening days / times	7.30am to 6pm, Monday to Friday
Flying Start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	
Date of previous CIW inspection	24/01/2017
Date of previous Estyn inspection	01/11/2011
Dates of this inspection visit(s)	15/01/2019

Additional information

A few children have English as an additional language. A very few children speak Welsh at home.

SIN 5117 - Company showing as active on Companies House 11.1.19

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

We have advised the responsible individual (RI) that improvements are needed in relation to the Disclosure and Barring Service check (DBS) of RI (regulation 6) in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the responsible individual to take action to rectify this and it will be followed up at the next inspection.

Recommendations

- R1 Provide more opportunities for younger children to develop their physical skills
- R2 Improve opportunities for children to hear and respond to Welsh across the setting
- R3 Create a more stimulating outdoor environment for younger children to broaden their experiences
- R4 The responsible individual must obtain a DBS check and show CIW the certificate, or sign up to the update service, within three months of issue

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Wellbeing: Good

Children have a very strong voice as their interests, thoughts and wishes directly contribute to the planned experiences and activities they take part in. Staff observe children in early stages of language acquisition to see how they spend their time so that additional activities can be planned based on the child's interests. This ensures that each individual child's voice is considered. For example, if a baby delights in playing peekaboo and using mirrors, an activity is planned that incorporates these interests. Older children contribute their views on activity themes verbally and help decide what topic they follow. For example, they contribute regularly to 'thinking showers' to plan what activities they would like to take part in. Children move confidently between rooms during periods of free play and select toys and resources they wish to play with. For example, they choose the small world toys they would like to have on the carpet area. Almost all children know that practitioners give good consideration to their wishes and preferences.

Nearly all children arrive at the setting happily and settle very quickly. They are relaxed and comfortable with their carers and form positive relationships with them. For example, they seek comfort and reassurance from practitioners confidently and are happy to initiate cuddles and contact. Children showed enjoyment when they played. For example, they smiled and laughed as they joined in singing nursery rhymes.

Nearly all children behave very well. Almost all interact and co-operate with other children and staff effectively. Older children use good manners and say 'please' and 'thank you' when appropriate, often without prompting. They show respect and consideration for others and their environment by sharing and helping to tidy away resources. Children are careful around others so that they do not get hurt and respect equipment by handling it carefully so that it does not get damaged.

Almost all children make good progress according to their age and stage of development as they experience a very good range of play opportunities. However, younger children do not always develop their physical skills well enough as they have fewer opportunities to play outdoors and be physically active. Children become increasingly independent. For example, toddlers help to lay the table for lunch and older children wash their hands, put on their coats and lay the table independently.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Good

Most children make good progress in developing their skills across the foundation phase areas of learning. Most listen well and follow instructions with understanding, for example when adding toppings to a base to prepare a pizza for teatime. Most join

in enthusiastically with songs in Welsh and English and many know the words for familiar songs and rhymes. Many use a variety of tools confidently and develop early writing skills well. They use large and small tools with increasing dexterity and understand that marks have meaning. Most children enjoy stories and identify characters from recent stories when playing in the reading area. They sustain interest in looking at books with adults.

Children's numeracy skills are developing well. Most count to five confidently and a few count to ten and beyond. When looking at picture dominoes, many count the number of images confidently and a few are beginning to recognise numerals. A few match numbers and pictures when playing independently. Most children develop an awareness of sequences and patterns appropriately. They use mathematical language such as full and empty correctly, for example when playing in the water tray.

Most children use information and communication technology (ICT) appropriately and confidently during free-play activities. They understand that they need to operate switches and buttons to make something happen. A few select and listen to music through headphones independently. Most children are developing an awareness of how to save energy by switching equipment off when it is not in use.

Many children develop their physical skills well. They join in enthusiastically during music and movement activities and copy the actions for familiar songs.

Most children make good progress in developing Welsh language skills. Most understand simple commands given in Welsh. Many respond in Welsh when asked how they are feeling and a few talk about the weather. Nearly all children know a good range of songs and rhymes in Welsh and join in with enthusiasm.

Many children are beginning to develop effective problem solving skills. For example, they connect a series of pipes, using different directions and angles, to carry coloured beads to a tray at the bottom. They adjust the angle of the pipes to make sure the beads reach the container.

Care and development: Good

Practitioners give a high priority to children's health and safety. Most staff have a good understanding of their role and responsibilities in relation to safeguarding and know to whom to pass their concerns. All staff receive regular training on the setting's safeguarding procedures and have attended appropriate training courses, such as first aid. The setting's arrangements to safeguard children meet requirements and give no cause for concern. Overall, practitioners pay good attention to hygiene by using aprons and gloves when changing children and assisting in feeding, and wiping tables before snacks or meals. Most staff encourage children to wash their hands prior to eating or after blowing their nose and have conversations with older children to help them understand the reasons for developing

good hygiene routines. The setting provides children with healthy snacks, freshly prepared meals and suitable drinks to keep them hydrated. Physical activity is encouraged through daily sessions of 'Wiggle and Shake', although younger children do not all have enough opportunities to be physically active in the outdoor area.

All practitioners provide very good care and support for children. They use positive behaviour strategies to promote good interactions and make their high expectations clear to children. They are gentle, speak kindly and are affectionate towards the children. This helps to create a warm, friendly and relaxed atmosphere and, as a result, strong bonds develop between practitioners and children. The setting maintains comprehensive records, such as information forms, medication and accident reporting. Leaders audit practitioners to ensure that they follow the setting's policies and procedures effectively and to maintain high standards.

Practitioners know the children and their families very well and have a clear understanding of their needs, abilities and individual preferences. For example, key workers spend time with parents during the settling in process to get to know families and gain a better understanding of their child's needs and preferences. Staff are very positive role models and prompt the use of good manners. For example by asking when something is given to them, 'What do we say? Thank you!'

Practitioners generally promote children's development effectively by ensuring that activities are matched well to their age and stage of development. However, they do not consistently use Welsh in the setting and children have too few opportunities to hear and respond to Welsh. Practitioners make observations each week to monitor children's progress and identify next steps for development. As a result, children make good progress in developing a wide range of skills. The setting works closely with other agencies to support children with additional learning needs effectively.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

The setting provides children in the foundation phase with a stimulating range of learning experiences across all areas of learning. Practitioners' planning takes good account of the requirements of the foundation phase and focuses suitably on developing children's skills. Areas and activities for children to select in their free play are of high quality and practitioners make imaginative use of resources to provide an interesting learning environment. There are useful opportunities for children to develop their problem solving skills, such as when experimenting with how to get in and out of large cardboard boxes easily. Practitioners involve children appropriately in contributing ideas for themes and where practical respond to their interests or adapt ideas to meet the children's requests. For example, when children wanted a swimming pool at the setting, practitioners introduced more water-based activities in the outdoor area.

Practitioners make beneficial use of a suitable range of visitors to the setting to enhance the curriculum. For example, the fire service visits the setting and the children enjoy using the hoses to squirt water.

The setting provides good quality opportunities to develop children's literacy, numeracy and ICT skills. Practitioners plan effectively to develop these skills in the indoor and outdoor environments. For example, the book area has a wide range of masks, stick puppets and leaflets that practitioners use well to help the children recall prior learning and to develop their communication skills.

Nearly all children have good opportunities to learn about Welsh culture and traditions. Practitioners have developed a stimulating indoor area to encourage the children to talk about places they have visited and things that are special to Wales. Practitioners use Welsh well during welcome sessions and encourage the children to respond to instructions and questions. They use songs and rhymes well to introduce simple Welsh phrases, but children do not have enough opportunities to hear or use Welsh during focused tasks or other activities.

The setting provides a worthwhile range of learning experiences to foster children's spiritual, moral, social and cultural development successfully. Practitioners support children's spiritual development well, for example through a daily reflection time when they listen to music and think about their day. The setting promotes recycling and saving energy appropriately. Children have many good quality opportunities to develop an understanding of different cultures.

Practitioners have positive working relationships with children and use effective strategies to manage children's behaviour. They have a sound understanding of good foundation phase practice, and provide good opportunities for children to learn through play and active involvement. They use questioning very effectively to extend children's learning and to develop their thinking skills.

The setting has effective arrangements to track children's progress and to plan for the next steps in their learning. Practitioners make careful observations of what children do well and skills that require further development. These observations feed suitably into future planning. The setting keeps parents and carers well informed about their child's progress across the foundation phase areas of learning.

Environment: Good

Children are cared for in a purpose-built building, which is light, airy and stimulating. The setting has an extensive range of resources, providing good opportunities for children to play and learn according to their age and stage of development. For example, the foundation phase area contains a very good range of mathematical resources to promote children's numeracy skills.

The noticeboards and displays help to create a sense of belonging and inclusivity for children and their parents/carers. Many noticeboards include photographs of the children and their families, together with examples of their artwork. The displays reflect a range of cultures and many use bilingual labelling to promote the Welsh language. A range of information is displayed in a variety of places for parents' benefit so that they are kept well informed. This includes information on activity planning and key worker groups. The layout of the premises encourages independence as children can easily access the outdoor area and the bathroom. Practitioners store toys at an accessible height and label them clearly to help children of all ages to make choices about what they use.

The environment is maintained well and safe. Records show that leaders check the premises and equipment regularly and conduct audits to ensure best possible safety for children. There are thorough risk assessments and practitioners receive useful training about how to complete these. The external doors and fence are secure to prevent unauthorised access to the building. Leaders ensure that staff keep children safe by monitoring door security and access to the building vigilantly. Practitioners practise fire drills regularly to ensure that emergency evacuation procedures are effective and well rehearsed. The setting is cleaned daily and is generally clean and well organised.

The outdoor area is large and provides suitable opportunity and scope for different forms of play. The setting has improved the outdoor area by changing the surface to artificial grass to provide an all-weather play space. In the area used by older children, additional outdoor resources such as, cones, trikes, stepping stones, a planter to grow vegetables and a bird feeding station improve the play experience for children. However, the outdoor areas that the younger children access do not provide them with enough stimulation.

Leadership and management: Good

The person in charge has a clear vision for the setting that focuses on providing a welcoming, family ethos. She shares this vision effectively with practitioners and parents. She has high expectations of staff and challenges them to do their best. Regular appraisal meetings make sure that all practitioners are aware of their roles and responsibilities and that they address identified areas for improvement successfully.

The service was found to be non-compliant in respect of the responsible individual's DBS as the process had not been completed. We informed them of this issue and the need to complete this as soon as possible.

The setting's statement of purpose provides a generally accurate picture of what the setting offers. There are suitable processes for the person in charge to keep the responsible individual informed about the setting's progress and areas for improvement. There are effective procedures to ensure the safety of all children and staff, and leaders review these regularly.

Leaders and practitioners know their setting well and collaborate effectively to review its performance and to identify areas for improvement. For example, through their tracking systems, leaders identified that one group of children were not making enough progress in developing their personal and social skills. Practitioners adapted their routines to mimic practice in the foundation phase room and this brought about the required improvements. Leaders take good account of the views of parents, and advice from the advisory teacher, when planning for improvement. For example, as a result of consulting parents, leaders include more information about the activities that the children do in their newsletters and on noticeboards.

The setting has effective processes for the recruitment and deployment of staff. All practitioners have up-to-date job descriptions that make their responsibilities clear. The leader and responsible individual make sure that there are enough suitably qualified practitioners to fulfil their roles and to support the needs of all children effectively. The leader is a visible presence around the setting and knows the children well. She shares responsibilities appropriately and is a good role model. She works purposefully alongside staff to support them in identifying and meeting children's needs.

The setting has good partnerships with parents. Leaders keep parents well informed through regular newsletters that include information about the activities that the setting plans for the children, an informative website and noticeboards. The setting has appropriate links with local schools to ensure that arrangements for children to move onto the next stage of learning are effective. It has suitable processes to support the transfer of children with additional learning needs.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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