



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

A report on

Abermule Busy Bees Childcare Ltd

**Abermule
Montgomery
Powys
SY15 6ND**

Date of inspection: October 2022

by

Care Inspectorate Wales (CIW)

and

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

About Abermule Busy Bees Childcare Ltd

Name of setting	Abermule Busy Bees Childcare Ltd
Category of care provided	Full Day Care
Registered person(s)	Not applicable
Responsible individual (if applicable)	Karen Akehurst
Person in charge	Karen Akehurst
Number of places	16
Age range of children	2 – 11 years
Number of 3 and 4 year old children	15
Number of children who receive funding for early education	15
Opening days / times	Monday to Thursday 08:45 to 17:30, Friday 08:45 to 15:15
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
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 their service. We recommend that the service provider considers Welsh Government's 'More Than Just Words follow on strategic guidance for Welsh language in social care'.
Date of previous CIW inspection	09/09/2019
Date of previous Estyn inspection	Not applicable
Dates of this inspection visit(s)	18/10/2022
All children have English as a first language and no children speak Welsh at home.	

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

R1 Ensure that practitioners provide purposeful opportunities for children to experiment with new experiences and to challenge themselves

R2 Ensure that practitioners plan more effectively to use the outdoor environment to support children's learning and play

What happens next

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

Main findings

Well-being:

Children's well-being is at the heart of the setting. Nearly all children make confident choices and decisions, taking control of their play and learning. They move freely around the environment effectively choosing from the activities and resources available, for example accessing the cards used for yoga and practising the moves independently. Nearly all children communicate well, using verbal or nonverbal cues to express themselves which practitioners understand and responded to well. For example, when needing help with a puzzle, a child held the piece up and passed it to the practitioner to show they needed help to find where it went. Nearly all children can follow their own routines and have their needs met by practitioners. Children contribute and share their interests and ideas confidently and these are considered by staff when planning the activities and resources.

Nearly all children are relaxed in their surroundings, helping them to feel happy and safe. They develop a positive sense of belonging and feel valued, as they enjoy their experiences. Children have a sense of security and approach adults confidently to invite them into their play. Nearly all children build positive friendships with other children and are excited when their friends arrive at the setting.

Nearly all children interact appropriately, learning to share and co-operate as they use the same space and resources. For example, when playing with the train track and wanting to build one of their own, they are able to do it alongside another group of children. Most children are polite and use their manners with only a little support from practitioners. Nearly all children enjoy playing alongside others and actively invite other children into their play. Most children show empathy to others as they are concerned when their friends are upset or have been hurt. Nearly all children know and understand the routines. They follow these effectively and understand what is expected of them.

Nearly all children enjoy their play and learning experiences and are keen to be actively involved in an activity. They access appropriate resources that interest them. For example, children are excited to see pumpkins, wanting to touch and explore them. Nearly all children choose an activity independently when they arrive at the service and focus on this until it is complete, for example when making a train track or completing a jigsaw.

Nearly all children have appropriate opportunities to develop their independence. They attempt things for themselves confidently before asking for or receiving support from practitioners, for example pouring their own drinks or putting their aprons on before a painting activity.

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

Nearly all children make good progress from their starting points. They make appropriate choices and decide how and where they learn and play. Their increasing confidence and strong sense of belonging support them to make good progress.

Nearly all children develop their personal, social and emotional skills in self-regulation and independence through valuable interactions with skilled practitioners. Most children concentrate for extended periods in their chosen activity. When constructing a train track, children remained focused and completed a challenging arrangement.

Nearly all children listen well to adult instructions and many talk confidently about their paintings and junk modelling. Most children use language effectively in their play, for example when discussing their ideas together in the role play area before making a rest area in the play tent for the teddies. They join in excitedly with familiar songs as a group singing 'If you're happy and you know it' and express the emotions facially and physically. Nearly all children join in with the actions while singing together.

The majority of children choose books independently and turn pages as a reader, smiling at the pictures and describing the content to their friends. Many respond enthusiastically to a Welsh story, making the noise and naming the animals in the book before the page is turned. Nearly all children recognise their names at registration and respond appropriately in Welsh. They match their name cards accurately to the number identified by the practitioner on the number line. Nearly all children join enthusiastically when singing songs in Welsh at the end of session, using simple sign language appropriately.

Many children develop early writing skills effectively, drawing circles to represent the number of pumpkins growing in the field. In the outdoor area, they count and make marks using large chalks to represent the number of garages for the cars.

Nearly all children develop their creative skills well by painting with a variety of tools and role-playing using their imagination. They also make suitable choices in presenting their ideas with junk modelling resources.

Many children count together forward and backward successfully while singing number related songs. The majority of children count to ten in Welsh. Many explore the various sized pumpkins and natural objects in the exploratory area, matching and sorting them into categories independently. A majority of children recognise and name 2D shapes and place the matching shape on a board to create pictures.

Nearly all children develop their thinking and problem-solving skills effectively in making a den together in the outdoor area. For example, they use large pegs to hold the tarpaulin on to the structure when the wind blows it off.

Most children use digital equipment independently to paint pictures and they improve their control by moving recycling items into their correct boxes digitally.

Nearly all children develop their physical skills well. They engage enthusiastically in the Yoga session developing their stretching and balancing skills. In the outdoor area, nearly all children run and jump while engaging in a 'hopscotch' activity and carry equipment to build a den.

Care and development:

Practitioners implement the services policies and procedures effectively to ensure that children are safe and secure. Practitioners have a good understanding of how to keep children safe and the procedure to follow should they have concerns about a child. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern. Practitioners have positive practices and routines in place to help prevent cross contamination. For example, they ensure regular handwashing, wipe tables at appropriate times and clean toys and resources weekly. Practitioners use positive routines and activities to promote a healthy lifestyle. They offer children a suitable range of healthy food choices for snack and only offer milk or water to drink. They organise effective opportunities for children to be active, get fresh air, and to explore and learn about the world around them.

Practitioners implement positive behaviour management strategies which are adapted well for the children's ages and stages of development, for example allowing those children who find it difficult sitting together for any length of time to join the group when they feel able to do so. Practitioners join in to role model children's activities when it is appropriate to do so, including during free play or more adult led activities. For example, practitioners join in enthusiastically with the morning yoga. Practitioners provide beneficial social experiences, which support the children's speech and language skills. For example, they sit with the children during lunch and have conversations about their interests and home life. Nearly all practitioners use praise effectively to celebrate achievements, giving children a sense of pride in what they have done. They implement effective and consistent routines that support children, giving them a sense of belonging and security.

Practitioners use their knowledge of children well to provide suitable care that is appropriate for their needs. They have appropriate procedures in place to help identify and provide appropriate tailored support for children with additional learning needs (ALN).

Practitioners facilitate children's play effectively to support their learning and development. They extend the children's knowledge and understanding during play and use language and questioning effectively in a fun way that children respond to well. For example, when a child noticed they had the same shoes as another child, the practitioner asked whose they thought were the biggest and how they could find out.

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

Practitioners provide an appropriate learning environment that successfully meets the needs of all children. They provide a suitable range of opportunities for extended play to encourage children to become confident explorers of their environment and engage more independently in their learning. In general, they are beginning to plan flexible and responsive learning and play opportunities to engage children. However, practitioners do not always provide purposeful opportunities for children to experiment with new experiences and to challenge themselves.

Practitioners have a clear understanding of child development and provide effective support for nearly all children, including those with additional learning needs. They engage with children in their play and intervene effectively to support their learning. Practitioners are consistently good role models, promoting effective communication and social skills. They listen well to children and use suitable questioning appropriately to support children's understanding and thinking skills. For example, practitioners discuss with the children about their choices of how to secure the tarpaulin to the pipes in the den making activity outdoors. Nearly all practitioners use positive encouragement with all children and speak calmly to reassure them, promoting good working relationships.

Practitioners have high expectations of children and support their literacy and numeracy skills effectively. They have an appropriate understanding of the Curriculum for Wales and how planning in response to children's interests and stage of development supports progress in learning. They plan useful practical, hands on activities for children to develop their skills. For example, children investigate natural woodland items by counting, grouping and describing the size of the conkers and the weight of the pumpkins.

Practitioners provide worthwhile opportunities for children to practice and develop their Welsh language skills. They read Welsh stories and wait for appropriate responses to develop children's vocabulary and understanding of the language. They celebrate and provide suitable opportunities for children to experience their own culture. For example, they enjoy making Welsh love spoons and cooking Welsh cakes.

Practitioners plan valuable learning opportunities for children to visit the locality, including a canal walk, the park and local shops. This supports children's sense of belonging in the community. They develop children's sense of awe and wonder well by reading a book about the animals that live in the in Australian outback, using authentic resources to develop children's understanding and respect for valuable resources.

Practitioners plan engaging opportunities for children to develop their physical skills, for example by providing simple yoga exercises where children bend and stretch their bodies. In addition, children have enjoyable opportunities to build, run and jump during a hopscotch activity outdoors. Practitioners encourage children to take risks and experiment with new experiences. They support children to develop their hand-eye co-ordination skills well, for example when assembling tubes with challenging three-way corner pieces to construct a den together.

Practitioners engage well with parents/carers to complete a profile of children's strengths, interests and areas for development. They build on this information appropriately, using written observations to support children's ongoing development and progress and identify next steps in their development.

Environment:

Leaders provide a safe and secure environment, which is well maintained and clean, making it a suitable space for children to play and learn. Entry to the setting is controlled effectively and visitors are recorded appropriately. Leaders ensure that

although the building is used by other services this does not impact children or put them at risk. The outdoor environment is secure from unauthorised access or children being able to leave unsupervised. Practitioners undertake and implement appropriate risk assessments of the environment, to ensure that hazards are identified and eliminated where possible. Leaders make sure that appropriate daily checks are completed on the environment so new hazards can be identified and made safe.

Leaders provide an environment that is warm and creates a welcoming atmosphere. This helps children and visitors feel relaxed and comfortable. Children's work and photos of activities are displayed creatively throughout the environment to give children a sense of pride and belonging. Leaders have recently redeveloped and relocated the outdoor environment, which ensures that children have a dedicated and exciting space in which to play. Resources and activities are now able to remain in place, which allows children to return to them later or the next day as they are no longer sharing the space. However, practitioners do not always plan well enough to make full use of the new outdoor resources to support children's learning and play.

Leaders equip the environment with a range of suitable resources and provide appropriate facilities. They understand the needs of the children well, providing age-appropriate activities that allow children to follow their interests and learn about the world around them. Leaders provide a few appropriate natural materials that successfully enhance the indoor and outdoor environment and extend children's curiosity and experiences. Leaders and practitioners provide suitable enhancements to the areas of learning that heighten children's senses and inspire them to become curious learners, for example putting lavender in the nature area, which children enjoyed touching and smelling.

Leadership and management:

Leaders provide a clear vision for the setting where children learn through play in a warm, caring environment. The shared vision and regular reviewing of comprehensive policies and procedures ensure that the setting has a positive ethos, with children feeling safe and valued. Leaders and practitioners have high expectations, which has a positive impact on children's attitudes, behaviour and their willingness to engage in new experiences. They support and challenge them appropriately to develop holistically and ensure that they are making progress.

A detailed statement of purpose and operational plan provide an accurate description of what the setting provides, allowing parents to make informed decisions about its suitability for their children. Leaders review policies and procedures annually to reflect on their provision and ensure that practitioners implement them effectively.

Leaders engage practitioners in an effective self-evaluation of their provision, which considers the views of all stakeholders. As part of this process, parents record concerns and suggestions in a post box at the entrance to the setting. The comprehensive information is utilised well to identify strengths and areas for improvement. Leaders and practitioners evaluate their provision, children's well-being and development and consider how they can make improvements. For example, they identified the provision for children's numeracy skills as an area for development and

put appropriate resources and support in place, which is having a positive impact on children's learning.

Leaders make effective use of funding to enhance provision for children's learning and development. For example, the recently improved outdoor environment provides an effective provision where children explore and become confident and capable learners.

Leaders secure effective partnerships with the local school to ensure smooth transitions for children. The reception class teacher visits the setting and children visit the school, for example to attend assemblies and familiarise themselves with the new environment.

Leaders provide a suitable range of professional learning opportunities for practitioners to develop their knowledge, understanding and skills. This ensures a good quality provision that is regularly evaluated and refined. They make beneficial use of a weekly team meeting to discuss children's achievements, plan progression and ensure consistent approaches and expectations. Leaders conduct regular supervisions and appraisals with practitioners. This ensures that information is shared, and they effectively identify practitioners' training needs and opportunities for continuous professional development.

There are strong links with the community and other professionals. Leaders respond positively to improve the quality of learning experiences and provide effective support for 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)

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Publication date: 20/12/2022