



Inspection Report

Busy Bees Blaenavon @ Park Street

**New Life Christian Centre
Park Street
Blaenavon
Pontypool
NP4 9AA**



Date Inspection Completed

08/06/2023

About Busy Bees Blaenavon @ Park Street

Type of care provided	Childrens Day Care Full Day Care
Registered Provider	Busy Bees Blaenavon Day Nursery and Kids Club
Registered places	65
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] 18 February 2020
Is this a Flying Start service?	Manual Insert] Yes
Does this service provide the Welsh Language active offer?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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<u>Well-being</u>	Adequate
<u>Care and Development</u>	Adequate
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

For further information on ratings, please see the end of this report

Summary

Children settle well and are happy. They interact positively with other children and staff and are confident to explore, play and learn in their environment. Appropriate opportunities are available for children to develop a sound range of skills.

Staff promote a healthy lifestyle and support children to grow and develop. Staff plan suitable activities and understand the children's needs to support their development. They interact with children appropriately and sound opportunities are available for children to become independent.

The environment in the main is child friendly and welcoming. It provides suitable spaces for children to play and learn. Some safety features such as risk assessments are completed; as a result, improvements have been identified and made to the entry point to the nursery however, the access gate to the nursery needs further consideration.

The management team have the required statement of purpose and policies and procedures in place. They have reviewed the care they provide and made some improvements that benefit the children and the care they receive.

Well-being

Adequate

Children have sound opportunities to make choices and decisions about how they spend their time. They freely move around their allocated rooms, accessing areas of learning and resources. For example, a baby crawled across the floor to get to the activity centre placed in the messy play area of the room. They sat happily pressing the buttons which made different sounds, this delighted the other children in the room as well. The pre-school group have appropriate levels of adult led and child initiated play throughout the day. For example, an older child sat on their own near the role play area cuddling a doll in their arms and talking to the doll in hushed sounds. A younger child approached the older child with the doll and asked what they were doing. The child said, "*I'm telling my baby it's time for bed*". Both children began to role play bedtime routines. This demonstrated that children enjoy making up their own role play or choose activities of their choice.

Children settle well and are confident in their surroundings. They approached us to tell us what they were doing or to invite us to play. Children are content in the care of the staff and happily approach them for comfort and support when needed. Routines are adequately embedded, so children are aware of what they are being asked to do, why and when. For example, children happily lined up when asked to come inside to wash their hands before mealtimes.

Children cooperate appropriately and learn to share. For example, they happily play alongside each other outside and those helping to water the plants are aware of other children playing in the same area, they often called out "*Can you move out of the way you'll get wet*". Or "*Can you move please?*" Children happily chat and communicate with staff and other children. In the main they interact positively talking about what they want to do at the start of the session. They use the resources appropriately and tidy up when asked to do so by staff.

In the main, most children explore the environment and enjoy their play as they have suitable access to resources that allow them to follow their interests. They are keen to share their experiences. For example, when a parent came to collect their child, they excitedly showed them what they had been doing. Children focus most of the time on the activity they have chosen and enjoy playing alongside other children and staff. For example, an older toddler showed enjoyment as they used a puppet book to act out a story about a cat with a group of children, and member of staff.

Children have some opportunities to be independent and are becoming confident to try things themselves before asking staff for support. For example, when collecting their bags ready to go to school or washing their hands after meals. They develop their independence as they feed themselves and access resources they want to play with, generally knowing where items are stored.

Care and Development

Adequate

Staff are aware of and implement policies and procedures relating to keeping children safe. For example, they practice the procedure for evacuating the setting regularly during fire drills. Staff have adequate knowledge of safeguarding; they were able to talk about their role in reporting any concerns to the room leader or the manager of the setting. Some staff were able to point to the safeguarding 'flow-chart' that was displayed in the playroom telling us that if they had to make a referral, they would follow the guidance on the wall. This showed staff were aware of the procedures to make a referral.

Staff have positive practices in place to promote a healthy lifestyle. Cleaning routines such as handwashing and wiping tables are embedded in practice to help prevent cross contamination. For example, we observed staff changing nappies using gloves, they further encouraged even younger toddlers to wash their hands at the wash basin. This demonstrated that children learn from good role modelling.

Staff engage in children's play, becoming actively involved when it is appropriate to do so. For example, a member of staff in the toddler group got involved in pretending to make toys using empty cereal boxes and other recycled household items. Staff speak to the children in a friendly and age-appropriate manner. They manage behaviour appropriately, using distraction and discussion to diffuse any unwanted situations. For example, when two children wanted the same toy a member of staff spoke to both children and got them interested in another activity they could do together. This shows that behaviour is managed confidently and appropriately by staff.

Staff provide children with age-appropriate resources and activities. They plan suitable opportunities for the children to develop their knowledge and skills. They know all the children well and understand their individual needs and preferences. Observations and assessments are beginning to take shape and are suitably written. Staff are making tentative steps towards working together to produce a formal system to plan and monitor children's development and achievements for the new Curriculum in Wales rolled out in 2022.

Environment**Adequate**

People who run the setting have routines in place to keep the environment secure. External doors are locked and have keypad controls. The entrance is monitored appropriately to avoid unauthorised access. Visitors are asked to sign the visitors' book. The managers conduct regular risk assessments, and daily checks are carried out by staff in each age group before each session. However, we noted that the main entrance gate to the nursery and its outdoor play area could easily be accessed by unauthorised visitors, or it may not deter children from leaving the setting undetected. During discussions at feedback the management team assured us that immediate action would be taken, and improvements made.

Overall, the environment of the setting is warm, welcoming and child friendly. All indoor areas are well maintained and suitably decorated in a way that creates a calm, relaxed atmosphere. Children's work is displayed giving them a sense of belonging. Rooms have areas for floor, tabletop, and craft activities, giving children space to play and learn. The outdoor play space divided into different zones and each age group have timed access to outdoor play. This allows opportunities including the baby group to have fresh air and to explore the environment around them.

In the main the indoor and outdoor environment is equipped suitably with resources appropriate for the different ages and stages of development of the children. Different areas of learning, such as home corner, construction and small world are available for each age group. Children have access to support their development and inspire them to learn through their play. Resources are stored appropriately, kept well maintained and stored appropriately so they are easily accessible. Natural materials are freely available for children to explore their senses including the nature garden at the back or the nursery.

Leadership and Management

Adequate

The setting has a suitable statement of purpose (SOP) that gives parents the information they need to make an informed decision about the care their child receives. The management team who run the setting understand the requirement to notify CIW of significant events. On our arrival we were told that the Person in Charge (PiC) was not able to meet us because they were busy covering for absent staff in the kitchen and would be available later. Instead, we were met by a member of staff who told us they were part of the management team. However, they were not known to CIW as a PiC. The Registered Individual (RI) assured us that this was an oversight and matters were rectified by the end of the day. A written action plan was provided before our second visit and before the inspection was completed. Therefore, we have not made a priority action notice on this occasion.

A sound range of policies and procedures ensure the setting operates suitably on a day-to-day basis. Procedures for settling in new children are planned suitably. Staff ratios show that staff are well qualified. Staff matrix shows that most of the staff are qualified to minimum level 3 in childcare with many staff having also achieved Level 5 qualifications in childcare. Most staff have up to date mandatory training such as safeguarding, paediatric first aid and food and hygiene training. Mop-up sessions ensure that training is rolled out intermittently so that all staff have an opportunity to enrol and to be suitably trained.

The management team including the RI who run the setting complete a regular self-evaluation report and this helps the setting to identify areas for development. A quality-of-care review is completed annually and shows that managers who run the day to day running of the setting, have considered changes made during the year. They identify further areas of development to support the care they provide.

The managers and the whole team of staff work well together. However, staff supervision and appraisals carried out are inconsistent. Before the inspection was completed the RI provided CIW with a written action plan to assure the regulator how improvements will be made and by when. Therefore, we have not this an area for improvement on this occasion.

Partnership with parents is sound, staff share information and keep parents updated on their child's development and experiences through a newly introduced App. People who run the setting use outside facilities to support them in providing extra activities that benefit the children. For example, holiday club children also attend regular outings. Parents told us that they are very happy with the setting, and that staff are very supportive and caring. Parents expressed that the location of the setting was very beneficial to the families who live in the area.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
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N/A	No non-compliance of this type was identified at this inspection	N/A
28	DBSs for 3 mos had expired in August 2017.	Achieved

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
Standard 22 - Environment	<ul style="list-style-type: none"> Ensure the gate to the premises is secured so that children cannot leave the service undetected and unauthorised visitors are not able to access the play areas.
Standard 13 (Day Care) - Suitable Person	<ul style="list-style-type: none"> Ensure all staff have regular supervision and appraisal meetings, and that these are documented clearly.
Standard 14 - Organisation	<ul style="list-style-type: none"> Ensure that the Person in Charge on duty is clearly identifiable to staff and visitors each day.
Standard 14 - Organisation	<ul style="list-style-type: none"> Ensure that CIW are notified of staff changes, especially when a new Person in Charge is appointed.

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.

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Date Published 07/07/2023