Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Busy Bees Blaenavon @ BICC

Blaenavon Community Campus School
Middle Coedcae Road
Blaenavon
Pontypool
NP4 9AW



Date Inspection Completed

06/12/2024

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About Busy Bees Blaenavon @ BICC

Type of care provided.	Children's Day Care Full Day Care
Registered Provider	Busy Bees Blaenavon Day Nursery and Kids Club
Registered places	30
Language of the service	English
Previous Care Inspectorate Wales inspection	10 October 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is not making a significant effort to promote the use of Welsh language and culture.

Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

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

Summary

Children have a strong voice at the setting. They have clear bonds of affection with staff and are developing their social interactions well. Children are highly confident to explore their environment and make choices about how they spend their time.

Staff work very well together to ensure all children are safe and develop appropriately. They use effective infection control and risk management procedures and have sound safeguarding knowledge. They are very responsive to children's needs and manage interactions positively. Staff place great importance on child-led play, supported by thoughtful interactions. Staff plan, observe and track children's development skilfully to ensure that every child achieves their potential.

Leaders have good systems in place to ensure the environment is safe and secure. The facilities are attractive, accessible, and well maintained. Leaders ensure that the indoor area is very well resourced, providing an interesting and stimulating environment.

Leaders are committed to ongoing improvement. They have clear policies and procedures in place and a Statement of Purpose which accurately represents the day to day running of the service. Leaders have updated a number of policies during this inspection. The experienced staff team are enthusiastic and take pride in their work.

Well-being Good

Children have a strong voice at the setting. They have many opportunities to make choices about how they play and about their care. They are confident to request resources or support through verbal and non-verbal methods as they know staff will take time to understand them. For example, a child took a box of sensory objects to a table and sat by a member of staff who engaged with them feeling the different textures and smiling together. Children have a choice of when they eat their snack as it is offered on a 'rolling' basis and they tell staff what they want to eat from a healthy selection.

Children are happy and feel highly valued at the setting. They look to staff members for support and reassurance if needed and demonstrate close relationships by sitting for cuddles with staff. Older children arrive happily from school and immediately choose an activity or happily chat to staff and their friends. Children are familiar with daily routines and this predictability makes them feel safe and secure. For example, children who move between services listen well to direction to gather their belongings and follow the staff. They greatly enjoy opportunities to make Christmas decorations for their families and proudly show their finished creations to staff. Staff include photographs of children with their families into displays. which helps children to develop their feeling of belonging.

Children are developing an understanding of the rules of behaviour and cooperate successfully. For example, sharing items to decorate the Christmas tree and building blocks together. Those children that need support with this respond positively to staff intervention, and quickly change their behaviour appropriately. Children interact well and play kindly together. Older children are mindful of younger children and show care and patience when they have opportunities to play together. They enjoy engaging staff in their role-play, such as when dressing up as a firefighter and putting out a fire. Children enthusiastically sang happy birthday to a child who clearly felt special as they blew out the candles on their cake. Children use developing language to chat with staff and each other about their family members, pets, and the weather.

Children have really good opportunities for all types of play. Nearly all children can concentrate on activities for age-appropriate lengths of time. They are active and express significant enthusiasm and enjoyment as they decorate biscuits to look like Rudolph. They thoroughly enjoy decorating the Christmas tree and ask for support to put the star on the top. Older children enjoy sitting together and playing a game, while others build blocks to replicate buildings in photographs.

Children develop a wide range of skills as they play and develop their independence. Children are given time to develop confidence to do things for themselves before staff intervene. For example, they put on the dressing up clothes themselves. Children hang their own coats on their pegs and confidently wash their hands before snacks and after messy activities, with support if needed.

Care and Development — Good

Staff know how to keep children safe and healthy. They follow clear safeguarding procedures which support them to promote children's welfare. Staff understand their responsibility to be vigilant and are clear about the processes to follow to deal with any concerns. Leaders keep safeguarding matters under review and have reinforced the 'use of mobile phone' policy to cover visitors to the setting. They receive safeguarding training and keep up to date with all relevant information. Staff practice fire drills with children regularly to ensure they are aware of how to leave the building safely and these are recorded appropriately. Staff keep records of accidents and incidents that occur at the setting and existing injuries from home. Leaders evaluate these and take appropriate steps such as updating risk assessments as a result. However, we found some minor inconsistencies in recording and discussed this with leaders. They have since re-evaluated how these matters are recorded and revised processes with staff. All staff have attended paediatric first aid training and are confident to deal with minor injuries. Staff are clear regarding the policy for managing food allergies and preferences and provide food safely. There is a procedure for giving medication to children which includes parental permission for each dose. Leaders have reviewed this policy in line with recent guidance from CIW.

Staff treat children with respect and interact in a kind and caring manner with children. They are clear regarding the behaviour management policy and are consistent in their approach to managing any minor issues, being mindful of children's age and stage of development. Staff use soft tones to distract children who are frustrated or upset and provide comfort when distressed. Staff act as positive role models and manage all interactions appropriately. Staff encourage children to express their views and preferences and praise all efforts and achievements. The daily routines enable children to spend their time fully engaged in interesting and stimulating activities, which are satisfying to them.

Staff support children's learning and development effectively. They know the children well and carry out regular observations to track children's progress and plan activities to meet specific outcomes where required. Staff support children to develop good communication skills and actively encourage children to join in conversations with them and other children. For example, they ask open questions and give children time to think and answer. Staff use some Welsh words and phrases to promote Welsh language and culture through the daily routine and leaders told us this is an area they have identified for improvement. Staff work closely with parents and other professionals to support children with additional learning needs. They adapt activities so all children can take part and develop to their full potential. Parents value this partnership and staff ensure parents are informed about their child's progress, achievements, and developments.

Environment — Good

Leaders and staff implement good systems to ensure that the environment is safe and secure. They maintain a secure environment for children in conjunction with the school who also use the building. Leaders have undertaken detailed risk assessments for the building and specific activities, and they review these at least annually. Staff complete daily checklists to ensure that any additional hazards are identified and addressed. Leaders liaise with the school who maintain the building through agreements with the local authority. They monitor that fire systems are tested regularly, and electrical and gas safety servicing certificates are up to date. Leaders complete infection control audits and have recently replaced bins to ensure they had fitted lids.

Leaders and staff work hard to create an inviting, child friendly and stimulating indoor environment. All areas have been set up very thoughtfully to meet the needs of children and promote curiosity and independence. They use a large, light, and airy playroom that staff set up to allow children to move freely and easily. Children access low-level pegs for their personal belongings, which supports them to be independent. There is an outdoor area adjacent to the playroom that provides children with free-flow access to opportunities to develop their physical and creative skills. However, this area is not always safe to use due to the surface being slippery and is thus not suitable for all weathers, limiting children's experiences. Leaders ensure there are clean and accessible toilets, handwashing, and nappy changing facilities adjacent to the playroom. Staff clean tables and adapt areas for children to eat snack and there are comfortable areas for children to relax if needed.

Leaders provide children with easy access to varied and interesting resources that aid their development effectively. Staff lay out resources thoughtfully to promote children's curiosity and discovery. For example, they place themed books, linked with areas of toys to encourage children to view books as part of their play. Staff ensure that children have access to a variety of textures and materials to aid their sensory development. They use real-life and natural resources throughout the setting. For example, cooking utensils and dressing up clothes. There is a good range of multi-cultural resources and displays throughout the playroom that reflect our diverse society. Staff ensure that equipment is adapted for older children after school such as by raising the height of tables and using larger chairs. They have access to a good range of age appropriate resources and children told us that they enjoyed the activities on offer.

Leadership and Management — Good

Leaders are very experienced and manage the service well. They have a detailed statement of purpose that they review regularly to ensure it reflects what the setting has to offer. Leaders review and update policies and procedures at least annually and have updated a number of policies during this inspection. For example, the mobile phone policy, accident policy and medication policy. Staff record their times of attendance alongside the times children are present, as well as maintaining a record of visitors to the setting. Leaders obtain and store written records for children and staff securely. They have policies they share with parents regarding confidentiality and the setting has registered with the Information Commissioner's Office.

Leaders are committed to providing an improving service and conduct a detailed review for the setting on an annual basis. They use a variety of methods to obtain feedback from staff, parents, children, and other professionals involved with the setting to identify strengths, set targets, and highlight areas for development. They produce a report of their findings with an action plan outlining areas they need to improve. Leaders have considered areas discussed during this inspection such as clarifying how they use the electronic communication app and taken prompt action to improve processes. They told us how they intend to monitor the effectiveness of these changes. There is a suitable complaints policy available for parents and information is displayed in the playroom that shows children how they can express any dissatisfaction about their care.

Leaders operate robust recruitment and employment procedures and ensure all required information is available to evidence the suitability of staff to care for children. Staff are enthusiastic, motivated, and work well as a team. Leaders provide staff with regular training opportunities and support staff and their well-being well. However, records did not evidence that formal one to one supervision and annual appraisals had been completed on a regular basis in the past, although they had all been completed recently. Leaders gave CIW assurances that they would monitor that these were undertaken regularly going forward.

Leaders have numerous useful partnerships with other professionals and agencies. They work very closely with professionals such as health visitors, speech and language therapists and early years advisors to support children who require additional support. Leaders have positive links with the school which ensures a highly effective transition for children. They work closely with parents providing information through newsletters and an electronic communication app, as well as providing verbal feedback on a daily basis. Leaders occasionally invite parents to join in activities with their children for example, making Christmas decorations. Parents are very complimentary about the setting and the care provided.

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.

Area(s) for Improvement		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this	N/A

	inspection	

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 13 (Day Care) - Suitable Person	All paid staff receive regular one-to-one supervision which encourages them to think about the quality of their practice and raise any safeguarding concerns. They also receive formal appraisal at least once a year.

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Best Practice
Recommendation(s)
Leaders should monitor the effectiveness of changes to policies and procedures made during this inspection.

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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