



Inspection Report

Bumble Bees Flying Start run by Little Inspirations

**Colcot Junior and Infant School
Florence Avenue
Barry
CF62 9XH**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

19/08/2021

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About Bumble Bees Flying Start run by Little Inspirations

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Little Inspirations Ltd
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	16 September 2019
Is this a Flying Start service?	Manual Insert Yes
Does this service provide the 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 people /children who use, or intend to use their service.

Summary

This is an inspection undertaken during the Covid 19 pandemic, therefore we have focused on the priority areas for this setting and not the full quality framework.

Children are very confident, happy and enjoy their time at the setting. They have a strong voice and confidently communicate with the people around them. Children show enthusiasm and excitement during their play. They are able to take part in planned activities or follow their own interests.

Care staff understand and implement the setting's policies and procedures. They generally follow good hygiene practices and consistently remind children about keeping safe. Care staff plan, carry out and evaluate activities effectively.

People who run the setting have effective measures to ensure the environment is safe and secure. However, they need to improve their risk assessments to identify all risks. They ensure the environment meets the needs of the children and offer a good range of appropriate resources, toys and equipment.

People who run the setting have a strong vision for the service. They monitor and review their setting regularly and carry out effective annual self-evaluation. They ensure care staff are suitable to work with children and carry out meaningful professional development. They have positive relationships with parents.

Well-being

Children are very confident communicators through verbal and non-verbal communication. For example, during snack a younger child pointed to the fruit they wanted from the selection on offer. Children have good opportunities to make choices and decisions about what affects them, including choosing where to play; inside or out, and being asked consistently if they would like to participate in an activity or have their nappy changed.

Children are confident and happy, they are active and express enthusiasm and enjoyment. For example, one child squealed with excitement when asked to join in with a dinosaur egg activity. Children have a sense of belonging and are forming relationships. They smile at care staff and other adults around them. Children have good bonds of affection, sitting with care staff and asking them to take part in their play. Children go to staff for reassurance and smiled as staff sung with them. Children show familiarity with their routines. For instance, after lunch, children knew where to go for a nap.

Interactions between children and adults are consistently good. Children talked to staff about their play and they play well with others. We saw two children playing, one had a horse, the other fed it a leaf and they both laughed. Children co-operate well and are actively interested and engaged. Older children went over to see the younger children while they were playing outside and one child told care staff to “*shush*” as they had noticed a toddler sleeping. Some children use please and thank you and confidently announced to the room “*that was lovely*” after finishing lunch.

Children are enthusiastic and interested in their play and learning. They enjoy a good range of interesting opportunities indoors and outdoors. Children showed great excitement when they saw care staff bringing the bubbles out and one child had a serious discussion with care staff as to why there wasn't as many bubbles as the last time they were used. Children have many opportunities to initiate their own play and to influence their tasks. Children are able to join in with adult led focused tasks or choose their own area of play. For instance, while many children were playing with the staff, one child went down to the mud kitchen to make food for their horse.

Children have good opportunities to develop their independence skills, enabling them to do things for themselves. For example, they are encouraged to independently access the toilet area or choose when to have their snack. Children enjoy their play, sharing their learning with the other children and care staff. For instance, a child found a bug and came to show it to the other children, talking about where he found it and telling them things he knew about the bug.

Care and Development

Care staff work positively to keep children safe and healthy. They understand and implement policies and procedures well. Care staff follow a cleaning schedule consistently, as well as following good hygiene practices. For example, they wipe tables before serving lunch and encourage children to wash hands before food. However, they do not change their apron between nappy changes unless soiled. Care staff offer a large range of fruits, vegetables and healthy home cooked meals. They work generally to keep children safe, reminding children to not climb, encouraging children to blow on their food and follow staffing ratio most of the time. However, they did not always adhere to staffing ratios while outside. Care staff have a very good understanding of their responsibilities to protect children and confidently answered if there was a child protection incident. Care staff work consistently to respect children's privacy especially during nappy changing.

Care staff understand the behaviour management policy and consistently implement positive behaviour management strategies. For example, care staff reminded children about being kind and used distraction techniques when children were arguing over a toy. They encourage children to use please and thank you and are good role models for children. The interactions are positive demonstrating warmth and kindness.

Care staff encouraged children to be independent but also supported children if needed. For instance, during lunch time, care staff encouraged children to try to eat with their fork but supported children if needed. Care staff questioned children on their activities and play. For example, they asked children about colours of different resources or what they had been doing. There was lots of chat between care staff and children. Care staff plan and provide an appropriate range of play and learning activities, contributing to appropriate planning. They work as a group to share, plan and carry out a range of activities. They evaluate and identify areas of concern or what the children didn't engage with as well as what was successful. Care staff track children's progress, observing their skills and following the settings procedures if they had any concerns about the children. Parents said they have noticed their children developing while they have been attending the setting.

Environment

People who run the setting offer a safe and clean environment. They have a range of appropriate risk assessments in place. These include general and specific ones for instance a risk assessment for non-walkers. The risk assessments identify a lot of hazards, describe the control measures used and they date the documents for review purposes. However, they do not identify all hazards. For example, the toilets risk assessment does not include the hand drier and nappy changing area. People who run the setting ensure that the environment is secure and well maintained indoors and outdoors. They carry out regular safety checks, fire drills and have an overview sheet to monitor their safety records and dates.

People who run the setting ensure the environment has a very good indoor play space for children to move freely. They ensure the environment meets the children's needs and enables them to reach their full potential. The main play room is very light and airy and welcoming. They offer a separate area for under 2's within the main room to allow for children to play safely while still being able to interact with the older children. The people who run the setting have developed a safe sleeping area, with individual sleep mats provided and blinds closed to allow children to nap.

People who run the setting ensure that children can access good quality and a broad variety of age-appropriate furniture, toys and equipment, both indoors and outdoors. They provide a large range of activities, resources and equipment in low level storage. The main play room offers a range of areas for children to explore including a creative area, book area and include some multicultural and natural resources. There is a large, well maintained and exciting outdoor play area which presents interesting opportunities for the children. People who run the setting ensure the constant use of the outside area with a large range of toys, resources and equipment available to the children. For example, a climbing frame, soft flooring, sensory items and small ride on bikes.

Leadership and Management

People who run the setting maintain and share an up-to-date comprehensive and professional statement of purpose that accurately reflects the service provided and exceeds the National Minimum Standards. They have implemented all of the recommendations from the last inspection. People who run the setting ensure that they accurately keep the required records. They have a wide range of information on children including detailed medication forms and accident and incident forms; which they monitor and review regularly. They have a large range of effective policies in place which care staff follow consistently. However, the nappy changing policy states that staff do not need to change their apron between changes unless soiled, which does not follow the recommendation by Public Health Wales best practice.

People who run the setting effectively implement continuous and meaningful self-evaluation. They regularly seek and actively implement the suggestions of children, their parents/carers, care staff and other interested partners. Their annual report shows in detail what they have achieved or done well, where they will improve and how they will measure this. They include an action plan for the year ahead. For example, they have highlighted the need to increase the use of Welsh and improve the setting's planning. People who run the setting also carry out a 6 monthly self-evaluation report, monitoring on a range of different areas including checking if they have notified Care Inspectorate Wales of significant events, staff training and complaints etc. People who run the setting have a robust concern procedure in place, carrying out a thorough investigation including interviewing staff, looking at paperwork and looking at and implementing areas for improvement.

People who run the setting consistently follow timely and robust recruitment processes to safeguard children. The performance management process is very good, with regular good supervisions and appraisals. They have a good induction procedure in place and care staff have regular opportunities to undertake training. Care staff said that they feel really supported in their job and that they get worthwhile supervision and feedback on their roles. People who run the setting deploy care staff well to meet staffing ratios and to meet children's needs. They record actual times of attendance as well as who is looking after the children. However, they do not record who is looking after the children during staff breaks. Since the inspection, the people who run the setting have developed and implemented a system to record who looks after the children including during staff breaks.

People who run the setting ensure that all communication and engagement systems with parents are good. They keep parents well informed via the setting's 'FAMILY' app, including information about their children's activities, the food they've eaten as well as nappy changes. Parents said they are really happy with the service, the staff are approachable and the children are excited to attend the setting. People who run the setting have good links with a range of professionals, the community and other stakeholders including flying start and local schools.

Recommendations to meet with the National Minimum Standards

R1. Ensure that ratios are adhered to at all times while outside.

R2. Ensure they follow Public Health Wales guidance in relation to disposable aprons while nappy changing.

R3. Further develop risk assessments to identify all risks.

Areas for improvement and action at, or since, the previous inspection. Achieved

Areas for improvement and action at, or since, the previous inspection. Not Achieved

None	
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Areas where priority action is required

None	
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Areas where improvement is required

None	
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