Arolygiaeth Gofal Cymru
Care Inspectorate Wales

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

A report on

Busy Bods @ Ysgol Bodfari

Ysgol Bodfari
Bodfari
Denbigh
Denbighshire
LL16 4DA

Date of inspection: July 2024

by

Care Inspectorate Wales (CIW)

and

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

About Busy Bods @ Ysgol Bodfari

Name of setting	Busy Bods @ Ysgol Bodfari
Category of care provided	Full Day Care
Registered person(s)	Busy Bods @ Ysgol Bodfari
Responsible individual (if applicable)	Susan Dick
Person in charge	Louisa Jones
Number of places	20
Age range of children	2 years 3 months to 11 years
Number of 3 and 4 year old children	10
Number of children who receive funding for early education	2
Opening days / times	Monday to Friday 11.30 – 3.00 term time.Monday to Friday 8:00 to 17:00 during school holidays.
Flying start service	No
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
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 Welsh language or culture.
Date of previous CIW inspection	18/10/2019
Date of previous Estyn inspection	N/A
Dates of this inspection visit(s)	02/07/2024
The setting is English-medium and nearly all the children attending have English first language.	

Summary

Theme	Judgement
Well-being	**Good**
Learning **(only applies to three and four year old children who do not receive education in a maintained setting)**	
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

No non-compliance was identified during this inspection.

Recommendations

R1 To develop more robust risk assessments that ensure all hazards are identified and managed appropriately

R2 To enhance the availability of authentic resources to support children's creativity and curiosity

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: Good

Nearly all children feel relaxed and communicate competently. They have a strong voice and share their needs, thoughts and ideas confidently. Children know they will be listened to and this has a positive influence on the experiences and care they receive. For example, they share their ideas for topics and what they want to learn about as part of the planning process. Children have opportunities to make appropriate choices as they move around the environment deciding where and what they want to play with, for example, when choosing to play indoors or outside.

Nearly all children settle well and feel comfortable in the familiar surroundings. They develop positive relationships with practitioners and know who to approach for comfort and support, helping them feel safe and secure. Children form friendships that are important to them and beneficial to their play and learning experiences. They feel valued as they know they can express themselves freely and are listened to with understanding and respect.

Nearly all children interact well and behave appropriately for their ages and stages of development. They follow the routines well and understand the expectations. Children have appropriate opportunities and experiences to develop their social skills. They enjoy chatting to their friends and practitioners, sharing their interests and ideas. Children are respectful and learn to be cooperative and understand the needs of others, sharing resources and taking turns. For example, they wait for a turn in a game or allow others to have a go on the bike they are using.

Nearly all children engage well in their chosen activity, following their interests and extending on their learning. They enjoy the activities and play experiences available, focussing for an appropriate length of time, for example, when identifying rubbish that can be recycled. Children learn and develop well through their independent play and adult led activities. They have opportunities to self-direct their play as they move freely around the environment. They learn to be independent as they access items they want, such as, cars from inside or different sized blocks from the basket outside. During snack time children have a range of opportunities to be independent as they serve themselves and pour their own drinks. Children enjoy their learning experiences and are inspired to develop their skills through play.

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

There is no report on children's learning. This is because the number of three or four year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

Care and development: Good

Practitioners have a good understanding of their roles and responsibilities to keep children safe. They understand the procedure to follow should they have concerns about a child. The setting's arrangements for safeguarding meet requirements and give no cause for concern. Practitioners implement effective policies and procedures. They record accidents and incidents accurately and have robust procedures for administering medication. Practitioners conduct regular fire drills, so they and the children are aware of what to do in an emergency.

Practitioners are effective in promoting a healthy lifestyle. They offer healthy and nutritious snack choices and ensure drinks are frequently available, so children remain hydrated. Practitioners ensure routines support children's physical skills and allow them to have frequent access to fresh air. There are plenty of beneficial opportunities to access the outdoor play areas and local environment, for example walks and trips to local places of interest, such as the local park.

Practitioners model appropriate behaviour effectively and give beneficial support that encourages children to interact well. They communicate with children in a manner that is appropriate for their ages and stages of development and create a relaxed atmosphere where children feel confident to share their ideas and experiences. Practitioners provide good opportunities for children to be sociable and support children to develop their speech and language skills well. For example, they sit with the children at snack time and talk about theirs and the children's interests and what they have been doing at home and in the setting. Practitioners are consistent and effective in their management of children's behaviour. They use praise successfully to encourage positive interactions and ensure children feel respected and have a positive attitude. Practitioners focus successfully on children's positive behaviours. For example, they display pictures of children doing things that could earn them stickers and celebrate children's achievements on the 'wow' wall. For example, children are pictured sharing toys and helping to tidy up. This has a positive impact on helping children to develop positive interactions with each other and treat resources with understanding and respect.

Practitioners have a good understanding of how to support children to develop. They know children well, and understand their developmental, emotional and routine needs. This enables them to provide tailored support and care for all children, including those with additional learning needs (ALN). Practitioners gather and consider children's views and interests well and use these to plan resources and activities that build on children's knowledge and skills appropriately. Practitioners identify and consider the next steps in children's learning when planning successfully. They provide appropriate opportunities for children to be independent during their play and routines. For example, at snack time children spread butter on their crackers and cut up the soft fruits.

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

Practitioners provide a wide range of interesting and beneficial learning and play experiences that meet the needs of children well. They have developed a sound understanding of the Curriculum for Wales which is reflected well in the learning environment and their approach to allowing children to learn through discovery and play. Practitioners plan succinctly, and take into account children's stage of development, their interests, opinions and their next steps successfully.

Practitioners use the indoor and outdoor learning environment to encourage children to explore the different learning areas and to discover for themselves well. These worthwhile experiences provide children with valuable opportunities to reinforce their learning and support their development across the curriculum. Practitioners' knowledge of the new curriculum ensures they plan well for the development of children's literacy and numeracy skills through the appropriate range of experiences on offer. These activities encourage children to use their skills to explore, solve problems and be imaginative. This has a positive impact on their development at the setting.

The improvements made to the outdoor learning area ensure that practitioners make good use of the environment to provide children with a wide range of beneficial learning experiences. Practitioners make good use of the local area to support children's understanding of the world and their community, for example through visits to the local park. However, there are limited opportunities for visitors to visit the setting to enrich children's knowledge and experiences.

In general, practitioners provide a suitable range of opportunities for children to hear and use the Welsh language, for example by singing songs, asking familiar questions and giving simple instructions in Welsh. They encourage children to celebrate their heritage through learning about Welsh traditions and celebrations, such as St David's Day as well as learning about the history of the local area including the local school's history. Practitioners provide worthwhile opportunities for children to learn about different places and cultures. For example, children dress up in African traditional dress and Saris and taste different food including noodles and prawn crackers at Chinese New Year.

Practitioners know the children well. They encourage children to participate in learning and play experiences positively. They know when to intervene to support and develop children's learning and thinking skills. Practitioners model play effectively and engage children in activities successfully. They use questioning and prompts to extend children's engagement, language development and thinking skills successfully. For example, they encourage them to find and describe items they can recycle from the 'sea', set up in a water tray. Practitioners observe and record children's development well, taking notice of their patterns of play and what they are interested in. They use these observations to plan for children's next steps in learning, they share updates with parents and carers effectively.

Environment: Good

Leaders and practitioners provide an environment which is generally a safe and secure space for children to play and learn. They follow effective safety routines including, recording child and practitioner attendance, visitors to the setting and the locking of external gates and doors. Leaders manage and identify risks well and provide beneficial opportunities for children to manage their own ability to take measured risks in their play, for example, when climbing or balancing on equipment and rolling tyres carefully to each other. However, risk assessments are not robust enough, resulting in some risks not being managed effectively, especially outside where we saw areas with overgrown thistles and brambles.

Leaders and practitioners have created a welcoming environment, which provides children with a sense of pride. For example, the attractive displays of their work give children a sense of belonging. The environment is spacious and provides children with the room they need to play and learn safely. They utilise the suitable indoor and outdoor spaces well to give children freedom and choice in where and what they play with. The environment is well maintained, light, bright and welcoming. The outdoor environment provides an exciting space where children enjoy playing and exploring their surroundings. Leaders ensure children have access to appropriate resources that encourage them to engage in physical activities to support and develop their movement and co-ordination skills.

Leaders equip the setting with appropriate resources. Tables and chairs are of suitable size and storage facilities are at low level allowing children to be independent and access resources freely. There are suitable toilet facilities, and the kitchen allows for appropriate food preparation and storage. Practitioners have developed creative areas of learning and they model their use to support children's skills effectively. Resources children access and use during their play and learning are mostly age appropriate and help to inspire learning and creativity. Leaders are beginning to introduce natural and sustainable resources into play areas, such as water play areas and areas for digging and growing. However, opportunities for children to be creative and learn through accessing natural and authentic resources are limited. Leaders and practitioners enhance the environment effectively with resources to further develop children's knowledge related to the latest topic or theme, for example, arm bands, rubber rings and sunglasses as part of the beach theme. Leaders and practitioners provide resources such as books and dress up clothes to represent diversity and help teach children about other cultures.

Leadership and management: Good

Leaders place the care and well-being of children at the centre of everything they do. They are proud of their setting and recognise the importance of their work in supporting children and families within their community. Leaders have a clear vision for the setting, which they share well with practitioners, parents and the wider community. They have created a friendly and caring culture where children enjoy attending. Leader's value and support practitioners well, ensuring a strong team ethos where everyone feels appreciated and cared for. The statement of purpose

reflects the care provided and includes information for service users to decide if it is the right care for them. Leaders consider the impact of poverty on children's well-being and development well, for example by supporting families who may be in need. In general, they have put in place a range of beneficial policies and procedures that support children's care and development and to support the setting's safeguarding culture.

A notable feature of the work of the setting, and the charity it forms part of, is how leaders successfully distribute leadership. They support practitioners to develop their leadership skills effectively. For example, they allocate team members with responsibilities for areas of development within the setting. Leaders ensure all team members adhere to the planned improvements rigorously. These responsibilities link to practitioners current and past performance management targets and reflect the settings improvement processes effectively. There is a strong focus on continued professional development from leaders and this has ensured the setting has created a strong focus on children leading their play and learning. Leaders undertake a robust approach to staff development, including supervision, which forms part of an effective performance management process. They maintain appropriate staff files and have robust procedures for the safe recruitment of staff.

The setting's quality of care review provides useful information about the work of the setting. Leaders have developed worthwhile self-evaluation and improvement planning processes to support the setting's work. These are based on first-hand evidence including parents' and carers' views, reports from partners such as the local authority and practitioners' own evaluations of provision. This allows leaders to identify important areas for improvement and to create purposeful action plans to support this work effectively. As a result, leaders have succeeded in improving key aspects of provision over time, which has had a positive impact on the well-being and development of children. For example, leaders have improved the outdoor learning environment which has enhanced children's learning and play experiences and developed their independent skills well. Leaders are beginning to evaluate the success of their improvement plans suitably, by focusing on the impact they have had on children's learning and wellbeing.

Leaders have established worthwhile partnerships to support their work and to enhance the provision for children. Practitioners provide beneficial information to parents and carers on the development of their child through an online app and regular face to face contact. Parents appreciate this contact and feel that they can talk openly to leaders and practitioners about their child's well-being and development, at any time. Leaders work well with the headteacher and teachers in the school in which the setting is based. These positive relationships help to build strong and supportive transition arrangements for children. For example, leaders work with the relevant teacher in the school to provide information about children who are transferring to the school the following term. Regular visits from other agencies such as health visitors and the local authority's ALN and early years advisory teachers support the work of leaders and practitioners well.

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 evaluate 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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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	

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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