Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Busy Beehive

St Aidans Church in Wales Va School, Wiston, Haverfordwest, SA62 4PS

01437731449

Date(s) of inspection visit(s): The inspection visit took place on 14/08/2025

Service Information:

Operated by:	Busy Beehive
Care Type:	Children's Day Care
Registered places:	16
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The service provider is not meeting the Welsh language and culture needs of people and this requires improvement.

Ratings:

Well-being	Excellent
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children communicate exceptionally well. They are confident to make choices and decisions and feel happy and settled. Children enjoy a range of excellent opportunities which are age appropriate, well planned and innovative, and they thrive in their play and learning. They feel extremely safe and enjoy the independence of being able to consistently do things for themselves.

Staff understand the setting's policies and implement them consistently. They promote healthy lifestyles and the children's well-being. Staff are aware of risks and understand their responsibilities to safeguard children. They are very good role models, and they build the confidence and self-esteem of the children in their care.

Leaders implement measures and are aware of their responsibilities to ensure children's safety. They keep clear risk assessments and ensure the building's safety requirements are in place. Leaders provide a very good range of resources and ensure children can access these throughout

their time at the setting.

Leaders understand their regulatory responsibilities and ensure the setting is managed well. They offer continuous support to staff which enables them to attend numerous training opportunities and achieve personal goals. Leaders have effective partnerships with the school and community, and parents are very supportive and complimentary of the setting.

Findings:

Well-being — Excellent

Children communicate confidently as their wishes and needs are considered. They consistently have opportunities to make decisions and are extremely relaxed to ask for resources such as bikes and scooters from the storage shed. They move around freely and choose where they wish to play, such as, at the sand pit and playhouse. Children confidently choose who they wish to play with and excitedly participate in games. For example, the children thoroughly enjoyed a treasure hunt game, hiding coins. Older children supported the younger children to understand the hot/cold and near/far concepts whilst searching for the coins. *"Well done, you are boiling hot now, you're really close!"* Younger children shrieked with excitement when they found the hidden coins.

Children feel safe and are extremely happy and settled. They are clearly familiar with their environment and therefore comfortable to use all the facilities confidently. Children appreciate the relaxed atmosphere of the setting and the autonomy to follow their choices, at their own pace. They chat openly about what they enjoy doing such as dancing outdoors and making casseroles in the mud kitchen. Children smile and respond with pride when they receive praise, and they clearly enjoy the company of staff as they consistently invite them into their play.

Interactions amongst children and between children and staff are consistently warm and kind. Children's sense of belonging and positive relationships with others are evident as they giggle, sing, skip, dance and socialise happily with their friends and with staff. Older children are thoughtful and genuinely care for the younger children. They chat confidently during social routines such as snack and lunch times, *"please can I…?"* and encourage younger children such as, *"would you like to try this?"* They are confident with us and excitedly re-call an activity earlier that week when they built a pirate ship.

Children thoroughly enjoy their play opportunities and engage extremely well in the experiences provided to them. They are happy and energetic as they play with others such as exploring play dough or as they ride bikes in a circuit. Children share ideas, work together, take turns and enjoy following rules that affect them. They look out for, and encourage each other during their play, *"shall we try this to see?"* They show curiosity and imagination as they explore and adapt a variety of play resources. For instance, a young child excitedly carried a foam tube to the water trough and waved it shouting, *"Fire!" "Fire!"* to which the children responded with *"Yes! Let's be firefighters!"*

Children make full use of their environment, which the children told us they enjoy using. They are under no pressure to complete any activities and know they can leave resources and return at their own free will. Children have excellent opportunities for their age and development which enable them to follow their own interests. They are independent and skilfully do things for themselves. For

example, they confidently go to the toilet, wash their hands and collect their lunch boxes.

Care & Development — Good

Staff are experienced and understand the setting's policies, implementing them consistently. They promote healthy lifestyles, physical activities and children's personal well-being. Staff are knowledgeable and manage risks effectively, such as regular head counts as children move in and around the environment. They encourage children to wash their hands before mealtimes and remind them of hygiene procedures when going back and forth to the toilet. Staff have a clear understanding of their responsibilities to protect children and know how to raise safeguarding concerns confidently. Leaders ensure the setting's safeguarding policy and procedures are always accessible in the main playroom. They communicate the setting's staffing arrangements openly and ensure staff are deployed effectively, such as over lunch breaks. Staff know the children very well and are familiar with their responsibilities around children's allergies and medical needs. Accidents and incidents records are in place. Staff keep a toileting and nappy changing book and provide daily updates to parents. They ensure children with additional learning needs are supported, if required, in line with their policy and procedures.

Staff interactions with each other and with the children demonstrate respect and children feel at home in the staff's company. They develop close relationships with the children and enjoy listening to their chats such as, about their families around the snack table. Staff create a relaxed atmosphere where children's wellbeing is prioritised. They are good role models and engage and chat warmly with children. Male and female staff members' various qualities, skills and interests ensure the children benefit significantly from their care and support. Staff consistently respond to children's questions and interact with them in a kind and considerate manner. They are caring, gentle and sensitive to the needs and experiences of children, sharing a positive approach to managing the children's behaviour. For example, staff provide calm and gentle explanations, *"we need to be nice to our friends, we can share everything."* They consistently instil values such as showing care, turn taking and encouraging the children to *'have a go'* as well as acknowledging other children's achievements.

Staff have a good understanding of children's needs, interests and how this affects their learning experiences. They move around continuously to support children. For instance, when children became engaged in a bubble blowing activity, describing the bubbles as 'falling snow,' staff took this opportunity to extend their thinking, with further questions around seasons and temperatures. Staff offer exciting play opportunities and ensure children have time to enjoy their learning and exploration. For example, during the summer club, staff organised a timetable of exciting themes such as, space, pirates, creatures and slime weeks. Staff promote diversity and children's rights and ensure children understand they can make choices during their time at the setting. When supporting the children in their activities, such as crafts and games, they ensure independence, building the children's confidence and self-esteem. Staff observe children and capture learning moments with photographs, documenting these as part of their planning and development records.

Environment — Good

Leaders keep measures and policies in place to ensure everyone is aware of their responsibilities to keep children safe. They ensure the indoor and outdoor environments are maintained. Leaders offer a secure, self-contained setting on the school site, which provides an open and well-ventilated play space. They ensure all visitors are signed into the setting and maintain a daily register where children are signed in and out of the setting accurately. Leaders developed this further during our visit, introducing clearer practices, with staff signing in and out at the school entrance and again within the setting. Leaders have a comprehensive range of risk assessments in place, such as walks in the community and baking, as well as fire measures which are reviewed annually. Leaders carry out regular fire drills, as well as lockdown drills, and ensure building and equipment safety certificates are up to date. They manage staff to children's ratios correctly. Leaders explained they were re-locating the outdoor storage of refuse to maintain a healthy and safer outdoor environment.

Leaders ensure the indoor area provides an open plan environment for playing as well as extending the children's skills. They utilise this space purposefully offering areas of learning such as role play, construction and an art area. Leaders also provide space which is adaptable according to their theme such as the space tent, where a bookshelf and white board support planned themes. A kitchen area within the setting enables staff to prepare snacks without having to leave the main area, and toilet, nappy changing and cloakroom areas provide continuous opportunities for children to be independent. Leaders have developed their outdoor environment to offer exciting areas of learning which promotes the children's independence and learning experiences. For example, an open and secure yard offers space for children to experiment, play creatively, develop art and musical skills, and build competitive and physical skills. Leaders offer a range of outdoor spaces such as a sand shelter, mud kitchen, a fully equipped playhouse as well as an additional outdoor classroom with a shelter and woodland on an elevated grassed area. They ensure the setting's paperwork is stored confidentially.

Leaders provide a very good range of age-appropriate resources to stimulate the children's curiosity. For example, small world play, games, puzzles, jigsaws, workbench and train set are laid out or stored around the indoor setting. Similarly, outdoor resources are exciting and invite further exploration such as a water trough. Leaders offer displays which promote a sense of belonging to the children such as 'Our Amazing Work' as well as posters of planning and planned events with parents. They also ensure children experience a range of diverse celebrations and festivals throughout the year, such as Diwali and Chinese New Year.

Leadership & Management — Good

Leaders are passionate about their setting and share this with others. They provide a statement of purpose which reflects the setting's arrangements and practice, and they understand their regulatory responsibilities. They offer a range of purposeful policies and procedures which are updated annually or as and when required in line with National Minimum Standards. Leaders keep records and information securely such as annual insurance documents, data protection and disclosure and barring scheme checks. They ensure children's files, contact information and consents are updated regularly. Leaders have responded positively and effectively to improvements from the previous inspection and take pride in their progress.

Leaders present an annual quality of care review, showing evidence of how they respond to feedback. They create clear annual targets and work hard to fulfil these, such as supporting staff development and enhancing their outdoor area.

Leaders support an experienced and enthusiastic team of staff who collaborate closely and effectively. Staff said they enjoy their roles and responsibilities at the setting and thrive on planning and providing a range of experiences for the children. Staff told us they are very well supported and work well as a team to ensure children are provided with opportunities to develop their interests. Leaders keep staff files up to date and ensure mandatory training requirements are met. They use appraisals and supervisions to listen and encourage staff to build on their qualifications. As a result, leaders can plan to utilise staff knowledge and expertise to further develop their setting.

Leaders of Busy Beehive ensure the children are provided with a good and consistent level of care across all aspects of their service such as their day care, Wiston Wolves after school care and their summer holiday provision. They have established a strong and respectful partnership with the school which ensures effective communication and use of the school's facilities and immediate outdoor play areas. They are included in annual school events such as sports days, church visits and celebrations which support effective transitions into the school. Parents are pleased with the setting and appreciate consistent communication methods. They told us staff are kind and have a lovely relationship with their children and shared comments such as, *"my child is safe and happy," "children are encouraged and supported," "it's a caring and happy place,"* and *"it's special."*

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

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.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Best Practice

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.

Recommendation(s)
Continue to further develop health and hygiene practices around storage of outdoor refuse.

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