Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Busy Bugs Day Nursery

Old School
7 Banc Pendre
Kidwelly
SA17 4TA



Date Inspection Completed

17/04/2024

Welsh Government © Crown copyright 2024.
You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Busy Bugs Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Person	Rebecca Rees Sarah Bunyan
Registered places	32
Language of the service	English
Previous Care Inspectorate Wales inspection	29 May 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

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

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

Summary

Children are settled, happy and clearly enjoy their time at this setting. They develop a sense of belonging and build positive relationships with staff and each other. Children enjoy taking part in some planned activities as well as having opportunities to follow their own interests. They develop appropriate skills through the opportunities available. They also have good opportunities to develop their independence.

Staff are kind towards children, providing positive interactions to ensure children feel valued and happy. Staff keep children safe and promote a healthy lifestyle. Staff provide and plan basic opportunities and experiences to support children to develop. They know children's individual needs and meet these suitably. Leaders need to further resource the indoor and outdoor environment, ensuring effective play and learning opportunities for all children.

The environment is a safe and secure space for children. It provides adequate areas to play and learn both indoors and outside. The environment provides sufficient space for play and suitable facilities are available, so children feel comfortable. Leaders need to further develop the environment as well as maintain the premises and outdoor areas. Leaders have identified and eliminated most unnecessary risks to children. Overall, the environment meets children's needs.

Leadership and management of the setting is appropriate and kept in an organised manner. Leaders are passionate in ensuring they offer a high standard of care to children. They have developed good partnerships with parents and carers. There are acceptable systems in place for managing records, maintaining policies, and reviewing the quality of care.

Well-being Good

Children have good opportunities to make choices and decisions about their play. For example, children in the under two's chose a story book and they decide whether they wanted to rest or continue playing after lunch. Older children have a strong voice and state confidently what they want to do after school, for example a child stated they wanted to bake cakes. Children can freely explore their environment, and overall enjoy an adequate range of age-appropriate toys and resources. Children are confident communicators because they know they will be listened to. Some express themselves clearly using words and phrases as they tell staff they don't want to plant the seeds during outdoor play. Others use pre-verbal clues such as pointing to what they want.

Children are happy, settled and enjoy their time at the setting. They have positive relationships with each other and staff. A toddler who started to cry was immediately comforted and soothed with nurturing hugs from a staff member. Older children play together, and younger ones play alongside each other as is appropriate for their ages and stages of development. We saw children laugh and smile whilst playing in the under two's; happily playing peek a boo in the ball pit. Children know and follow the routines of the day and readily respond when asked to wash their hands or get their wellingtons and coat ready for outdoor play. This helps them develop a sense of belonging, confidence, and self-esteem. Children are learning how to manage their behaviour and when there are minor disputes about wanting the same resources, they respond well when staff remind children to share and take turns.

Children are interested in their play and learning. Children have some opportunities to choose their own activities and follow their own interests and ideas. They access an adequate range of opportunities within the setting and follow their own interests. They engage in play such as craft activities, water play and tabletop activities prepared in line with the theme. Children thoroughly enjoy the activity of washing the dinosaur models outdoors, splashing and creating bubbles with the water. Younger children can explore their environment with confidence and enjoy choosing from a range of resources that are freely accessible to them.

Children are developing their independence skills well. They collect their own cutlery and feed themselves independently. Children wash their hands before snacks and access the toilet with some support. We saw some children independently put their paper towel in the bin.

Care and Development Good

Staff understand and implement policies and procedures to promote healthy lifestyles, physical activities, and well-being. Staff are confident of the setting's safeguarding policy and are able to demonstrate a clear understanding of safeguarding procedures, however the recording of existing injuries is not in place. Many staff have yet to receive external safeguarding training, however this has been arranged to take place shortly. There are suitable and effective systems in place for managing, recording and monitoring accidents and incidents. They also keep suitable records for all medication administered. There are sufficient staff with a paediatric first aid qualification and well stocked first aid kits are accessible.

Healthy food and drinks are provided at the setting and there is a robust system in place to manage allergies and dietary preferences. Leaders ensure children have access to a 'hydration station', however they do not always ensure all children have access to a bottle or cup for drinking water throughout the session. Overall, staff follow appropriate hygiene procedures in relation to preparing and serving food and changing nappies. However, the staff are not consistent with the use of disposable aprons and gloves during the serving of food. Lunch is relaxed and not rushed. We saw staff clean tables and sweep the floors immediately following snack and lunch time.

Staff understand the behaviour management policy and implement positive strategies. They use positive reinforcement, encouraging children through praise. We heard staff say, *"Good job"* and *"Well done".* Staff offer cuddles and reassurance when children become tired or upset. We saw one child cuddle a staff members leg whilst playing outdoors. Staff support children in their play, engaging and interacting at children's levels, often sitting at a table with them as well as lowering themselves to their level whilst joining in the tuff spot activity outdoors. Staff ensure children are kept safe whilst playing outdoors. We saw staff sitting next to children stood on the bench watching other children planting seeds; ensuring they were secure from falling, *'Let me hold you if you're standing.'*

Staff provide satisfactory play and learning opportunities. They play alongside and support children in their learning, for example discussing colours in both English and Welsh as they take part in a creative activity with coloured paper and glue. During tabletop games based on 'The Very Hungry Caterpillar', staff encouraged children to count and match. We saw staff and children share a story, with children thoroughly enjoying and engaging with the story successfully. Staff have started on a new process of planning which covers topics, themes, and activities.

Staff have started using a new tool for assessments and undertake observations and record children’s next steps. Children with additional learning needs have individual plans in place which are understood by key workers. Leaders have not fully enhanced the indoor and outdoor environment in order to provide effective play and learning opportunities. On occasions, the Welsh language is promoted.

Environment — Adequate

Leaders ensure the environment is safe and secure and all visitors sign in. There are generic risk assessments in place and these have been reviewed and kept up to date. Staff complete daily visual health, safety, and cleaning checks. However, the deep clean of toys and resources is not currently recorded. Leaders complete fire drills and make suitable records. Appropriate electrical and safety checks remain current.

There is a friendly and calm atmosphere in the setting. The environment is warm and welcoming, and mostly suitable to meet children's needs, however the furniture available is not always suitable for older children attending after school. We discussed aspects of the indoor and outdoor environment in need of addressing, for example the ceiling of the baby changing area, general paintwork indoors as well as the upkeep of the outdoor areas. During the visit, we raised our concerns in relation to the safety of the plastic fence surrounding the role play area. This was removed immediately. The indoor play area is divided into two rooms, with one for younger children and one for older children. Children access suitable toilets and an appropriate nappy changing area is available. Leaders have created a sleep area for younger children to rest safely. Much of the equipment is at low level for children to access independently. There is a limited number of displays reflecting children's learning and their own work at present. The outdoor play space provides a large open space and is directly accessible from the playroom to provide free flow opportunities. However, the indoor and outdoor areas are not always utilised effectively with additional resources to enrich and further develop play and learning opportunities, for example there are very limited resources for children to access in the mud kitchen.

Overall, leaders provide an adequate range of good quality, developmentally appropriate play and learning resources, which contribute to the children's all-round development. For example, they have cars and garages, books, craft materials, role play and sensory items. The outdoor area is equipped with ride on items, a plastic playhouse, mud kitchen, tuff spot tray for activities as well as areas for planting. Leaders have introduced authentic resources to the role play area, such as real plants, vegetables, planting gloves and materials. They told us they do have resources and offer learning opportunities which promote children's curiosity about wider society, celebrating equality and cultural awareness.

Leadership and Management — Good

Leaders engage positively with CIW and are keen to drive improvement. Following the visit, the Statement of Purpose was updated to include current leaders and provides parents with detailed information on how the setting runs. Leaders regularly review policies and procedures to ensure they are kept up to date. The sampled children's documents and paperwork are well maintained and included various parental permissions. Registers for children are completed daily, however staff registers did not always reflect the staff present and those out on school runs. Leaders have appropriate public liability insurances and ICO (Information Commissioner's Office) certificate.

Leaders have good self-evaluation systems in place. They seek the views of children, parents and staff. Within the review they reflect on how they can improve. For example, developing the Welsh provision within the nursery as well as obtaining a grant to develop the outdoor environment. Leaders confirm they are always evaluating and reflecting on the provision. They lead by example, providing a supportive and effective team working environment.

Leaders do not always follow a robust recruitment process to safeguard children. During the visit, recruitment procedures and suitability checks were in place for nearly all staff employed. However, leaders ensure staff without a valid DBS check are always supervised. Following the visit, leaders confirmed all staff members have completed DBS checks in place. Nearly all staff hold the relevant qualifications and have opportunities to complete training frequently as well as obtain childcare qualifications. They told us they enjoy their work and feel well supported by leaders. Leaders ensure staff are provided opportunities for formal supervision and appraisals.

Leaders have established positive relationships with parents and carers. They link with a range of professionals, which enhances the provision to children and families attending the setting. Parents spoken to on the day of the visit told us they were very happy with the service offered and their children are very happy at the setting. Parents are kept informed of their children's day via an app and verbal discussions.

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
N/A	No non-compliance of this type was identified at this inspection	N/A
28	The provider has failed to ensure all staff have completed DBS checks prior to employment.	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 5 - Records	Ensure all staff members sign in and out on a daily basis.
Standard 10 - Healthcare	Ensure continuity of use of PPE by staff during meal times.
Standard 12 - Food and drink	Ensure drinking water is available to all children at all times.
Standard 22 - Environment	Ensure the indoor and outdoor environment offers a purposeful range of resources, furniture and activities for all age ranges.
Standard 22 - Environment	Ensure the indoor and outdoor environment is maintained to a satisfactory standard.
Standard 20 - Child protection	Ensure a written record is kept for existing injuries.

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)
Ensure records evidence the cleaning and sterilisation of toys and resources.

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.

Was this report helpful?

We want to hear your views and experiences of reading our inspection reports. This will help us understand whether our reports provide clear and valuable information to you.

To share your views on our reports please visit the following link to complete a short survey:

- Inspection report survey

If you wish to provide general feedback about a service, please visit our Feedback surveys page.

Date Published 23/05/2024