



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Buzzy Bees Day Nursery
27 Chestnut Green
Cwmbran
Cwmbran
Torfaen
NP44 5TH**

Date of inspection: May 2019

by

Care Inspectorate Wales (CIW)

and

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

About Buzzy Bees Day Nursery

Name of setting	Buzzy Bees Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Catherine Pritchard & Lisa Owen
Responsible individual (if applicable)	N/A
Person in charge	Leanne McCarthy
Number of places	26
Age range of children	Birth – 5 years
Number of children funded for up to two terms	4
Number of children funded for up to five terms	4
Opening days / times	Monday to Friday, 8am – 6pm
Flying Start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
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. This may be because the service is situated in a primarily English speaking area and the provider does not currently intend to offer or promote a Welsh language service.
Date of previous CIW inspection	27/07/2017
Date of previous Estyn inspection	01/10/2015

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Dates of this inspection visit(s)	07/05/2019
Additional information A minority of children speak English as a second language.	

Summary

Theme	Judgement
Wellbeing	Good
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Care and development	Adequate
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	Adequate

Non-compliance

We have advised the registered persons that improvements are needed in relation to safeguarding (regulation 20) and records (regulation 30) in order to fully meet the legal requirements. A notice has not been issued on this occasion, as there was no immediate or significant impact for children using the service. We expect the responsible person to take action to rectify this and it will be followed up at the next inspection.

Recommendations

- R1 Ensure that planning builds on children's individual interests and skills across the curriculum progressively and effectively
- R2 Ensure that there are robust risk assessments in place for the premises
- R3 Ensure that leaders make sustained progress towards meeting all priorities for improvement effectively
- R4 Improve practitioners' skills and knowledge through effective and consistent training and appraisal
- R5 The registered persons must address all non-compliance identified during the inspection

What happens next

'The setting will draw up an action plan to show how it is going to address the recommendations. Estyn and CIW will monitor the setting's progress.'

Main findings

Wellbeing: Good

Most children make choices and decisions confidently. They explore areas of the setting freely and follow their own interests effectively to choose toys and resources to play with. Nearly all children express their views and contribute their ideas and opinions confidently. They participate happily in activities and know that practitioners will listen to them. Older children ask questions and make requests frequently, such as when they ask for scissors to cut herbs to make their herby pies.

Nearly all children arrive at the setting happily and form positive emotional attachments. For example, many greet practitioners and other children with warmth. They enjoy floor play activities together and snuggle up to hear stories, demonstrating that they feel secure in the setting. The youngest children settle well and respond quickly to reassurance from practitioners.

Many children are content and happy at the setting. They are keen to join in with activities and there is much laughter during the session. For example, a few children are very enthusiastic and animated as they make herby pies with flour and water.

A majority of children interact well with each other and are beginning to understand aspects of sharing and turn taking appropriately. For example, a few older children share a digital camera effectively. They take turns to take pictures of each other successfully without adult support. Many children form appropriate friendships. They help each other to get drinks, greet each other warmly and say goodbye fondly.

Nearly all children sustain an interest in activities for a good period of time. They learn new skills through the suitable play opportunities available. For example, babies build towers of blocks and enjoy watching these tumble, developing their fine motor skills effectively. They repeat the process, laughing as the blocks clatter on the floor. A few children engage in role play with confidence. They giggle as they include others in their imaginary play, serving pretend pizza with sauce. Older children develop their physical skills and understanding of capacity well when they fill and empty tubs in the sand tray. A minority of children are developing confidence to try new things. For example, they choose to put music on and show perseverance and determination whilst they work out how to work the machine. They sing, dance and clap their hands together proudly, celebrating their success. Children develop a good level of independence. They are beginning to develop self-help skills such as using the bathroom, washing their hands, and feeding themselves.

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

Most children make good progress from their individual starting points, particularly in developing their communication and personal and social skills. For example, they show kindness when they share their bikes as they play outside. A majority of children are beginning to cooperate with each other successfully when they pretend to make tea or play hair dressers in the role-play area.

During group time, many children pay close attention to a story and most join in with songs and rhymes enthusiastically. Many children recognise their name when they self-register at group time. They develop their mark making skills successfully and enjoy using paint and chalk on a large scale. A few children are developing their understanding of early writing well. For example, they ask an adult what they want from a menu and pretend to write down their order.

Most children develop their physical skills effectively. They run, climb and balance well in the outdoor area. A minority show very good ball skills and kick, throw and catch with confidence. Most children develop their co-ordination well and use a range of tools such as rollers, whisks and pipets successfully. They apply their physical skills effectively to cut and peel fruit as they make a fruit salad.

Most children develop their numeracy skills well. They say numbers in order beyond ten and around half count objects to ten accurately. A minority make good use of mathematical vocabulary. For example, they tell a friend their age or use large numbers such as a million when playing with a measuring stand.

Most children develop their creative skills through activities such as painting, collage and playing with musical instruments successfully. A minority of children are beginning to develop their problem-solving skills well. For example, they use different approaches when they try to re-fill a water spray bottle or empty compost out of a wheelbarrow.

Most children access and use information and communication technology (ICT) equipment confidently. For example, they take a photograph of their friends using a digital camera and play simple games on a tablet computer. Many children use battery operated toys with confidence, enhancing their play, such as torches and a popular metal detector.

Most children develop their Welsh language skills effectively. They respond to a range of Welsh words and phrases positively and join in with songs and rhymes well. Most children use Welsh words for colours and numbers with a little support. A minority are beginning to use simple phrases such as asking for milk at snack time, with encouragement from practitioners.

Care and development: Adequate

Overall, practitioners promote children's health and safety suitably. However, safeguarding arrangements do not meet requirements and give cause for concern. For example, practitioners do not all have a firm enough understanding of child protection procedures. The setting's arrangements for recording and monitoring accidents and injuries are not rigorous enough and systems for supervising sleeping children are not followed sufficiently well. Practitioners do not ensure that attendance records are up to date and a very few practitioners do not adhere fully to the setting's mobile phone policy.

Practitioners offer children a selection of nutritious meals with a variety of fruits and vegetables most of the time. Many children enjoy tasting new foods, such as kiwi and vegetable sticks. However, practitioners were not aware of the most up to date guidance about healthy eating. Practitioners are beginning to promote good dental hygiene suitably when they encourage children to brush their teeth. However, this is not a regular part of their daily routine.

All practitioners promote positive interactions and behaviour well. The setting has well established rules, and practitioners promote these routinely. This consistent approach contributes to the happy ethos in the setting. Practitioners praise children frequently for being kind, tidying up and following routines, and use a worthwhile variety of strategies to help them interact with each other. For example, practitioners remind children to use indoor voices and reward children with praise and stickers often. Practitioners divert children's attention and intervene successfully to manage behaviour effectively. They explain the reasons for their actions clearly to support children's understanding of how and why they should behave in a particular way.

Practitioners know the children very well and have well established systems to identify and meet their individual needs. Settling in and transition arrangements are strong. Practitioners value the importance of bonding with children and monitoring their development. They keep suitable observations to help them track children's progress appropriately. The setting's support for children with additional learning needs is good. For example, the setting has employed a practitioner to provide additional support. They work well with other professionals to plan appropriate support and intervention. They promote equality and diversity through activities, books and some resources.

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

The setting provides an effective range of learning experiences indoors and outdoors that engage most children well. Nearly all practitioners support children to develop their personal and social and ICT skills successfully. For example, they encourage children to take turns on the trikes and support a child to take a photograph of a friend.

A range of learning experiences promote children's moral, spiritual and cultural development effectively. For example, practitioners foster a sense of awe and wonder successfully when they encourage children to plant strawberries and tomatoes and observe them as they grow. Practitioners provide beneficial opportunities for children to learn about and care for living things such as when they support them to be gentle with guinea pigs during a farm visit.

Practitioners provide a range of opportunities for children to develop their communication and literacy skills effectively. For example, they support children to join in with conversations and ask appropriate questions. Many practitioners use books to support children's learning effectively, such as using a well-known story to stimulate children's interest in fruit before they make their own fruit salad. They provide effective opportunities for children to develop their mark making skills such as using large chalks outdoors and pens and paper in the block area.

Practitioners plan a good range of opportunities for children to develop their numeracy skills. For example, planting activities provide children with beneficial opportunities to count, sort and compare size. Other resources, such as different sized containers and balance scales support children's understanding of measurement well.

The setting provides useful opportunities for children to develop their physical skills including developing their grip using chopsticks and puzzles. There are worthwhile opportunities for children to develop a range of physical skills in the outdoor area such as using spray bottles, digging in the compost and block play. These resources also support the development of problem-solving skills as they stimulate children to explore their own ideas and try things out successfully.

Practitioners support children's Welsh language development effectively throughout the sessions. They model Welsh through singing songs, counting and using a few Welsh words and phrases successfully.

Nearly all practitioners have a good understanding of foundation phase practice. They explain things clearly and model activities well. For example, they explain what will happen to seedlings if children water them and model using binoculars to look for aeroplanes. As a result, children sustain interest in tasks and enjoy periods of uninterrupted learning. Nearly all practitioners are positive language role-models and many question children effectively. For example, they ask children to think about what could be inside a range of sensory 'smell pots'.

Overall assessment procedures are effective. Practitioners consult parents to find out about children's preferences when they first attend the setting. They observe children and identify what they can already do during their first few weeks. Practitioners record useful observations which show children's progress over time suitably. However, practitioners do not use information gathered to build on individual children's interests and skills across the curriculum progressively.

Environment: Good

Practitioners care for children in a secure and clean environment. For example, there are effective procedures for managing visitors to the setting and appropriate measures to ensure that the indoor and outdoor environments are safe and secure in most respects. Routine servicing checks for fire, gas and electrical appliances are up to date and practitioners carry out regular fire drills. However, practitioners do not prepare and apply risk assessments of the premises effectively enough. They focus on activity based risk assessments and neglect physical aspects that could be a hazard, such as radiators.

Cleaning routines are effective. For example, rotas guide practitioners to undertake regular cleaning of base rooms and resources. Nappy changing and bathroom facilities are clean, with hand soap and hand drying facilities accessible for young children, which encourages independence and develops self-help skills. Practitioners use the infection control toolkit devised by the local authority to monitor their practice ensuring good hygiene well. Practitioners have a supply of protective clothing, such as aprons and gloves, which they use routinely for nappy changing, food preparation and some cleaning routines.

Practitioners use the limited space in both of the outside areas well. These areas have been improved recently to provide appropriate opportunities for outdoor play. There are worthwhile opportunities for children to engage in physical activities in one space. Practitioners provide a good range of resources including balls, bikes and tricycles for children to use. There are valuable opportunities for more open ended play in the other outside area. Children explore this space freely, pursuing their own interests.

Leaders consider children's needs well in the layout and design of the setting. There is a dedicated messy room, baby sleep room and dining area. These spaces offer variety and choice, meeting children's individual needs appropriately. Babies sleep undisturbed and according to their personal routines. There is a suitable small office space to store all confidential records and files.

Play spaces are welcoming and provide a rich environment for play and learning. There are plenty of worthwhile resources to encourage children's creativity, such as sand, chalk, paint and dough. All areas are well equipped with a good range of stimulating resources, appropriate for the age of the children. Most areas are well lit, brightly decorated and attractive. Many areas display children's art work and photographs, which gives children a sense of belonging. Areas are well maintained with evidence of recent investment. These include a new carpet indoors and plants in the outdoors. Nearly all furniture is of a very high standard. Chairs, tables and shelving units are sturdy and at child height, aiding independence. Role play equipment is suitably varied, including multi-cultural clothing and real life resources. Children enjoy using items in the café to create menus and take orders, before cooking and serving others.

Leadership and management: Adequate

The person in charge works effectively with practitioners to provide a caring and calm environment for all children. Overall, she manages practitioners and children suitably to ensure that the setting runs smoothly. The registered persons visit the setting regularly and are available to offer advice when requested. However, they do not support senior staff well enough to ensure that they can carry out all their responsibilities effectively. For example, the person in charge does not have a suitable job description.

There is a range of suitable policies and procedures to support the organisation of the setting. The person in charge shares these with new staff appropriately. However, monitoring to ensure that practitioners follow these is not consistent. As a result, practitioners do not follow all important procedures well enough, including those set out in the safeguarding policy. The setting's safeguarding procedures require improvement.

The setting does not comply fully with regulations in all areas. For example, leaders do not ensure that they record children's actual times of attendance. Nor do they maintain an accurate record of the numbers of children present at all times. Leaders do not always act promptly enough to inform Care Inspectorate Wales when new members of staff are appointed or practitioners leave the setting.

Leaders' systems for identifying the setting's strengths and areas for improvement are sufficient. They have made beneficial improvements such as in developing outdoor provision to support children's learning and development. However, leaders do not ensure that the setting makes sustained progress towards important areas for improvement consistently. For example, the setting has not made effective progress towards all recommendations from the previous Estyn inspection.

The setting has satisfactory arrangements for managing the performance of practitioners. Nearly all practitioners have suitable opportunities to discuss their work

during supervision meetings. However, leaders have introduced these very recently and it is not an established way of working. The setting's appraisal procedures do not support continuous improvement well enough. For example, leaders do not support practitioners to identify useful targets to help them improve their performance.

Overall, leaders provide satisfactory opportunities for practitioners to access most of the training required for them to carry out their roles and deepen their knowledge of early years practice. However, leaders do not ensure that all practitioners receive regular safeguarding training in order to be familiar with the processes and procedures that they should follow. Nearly all practitioners are committed to continuous professional development and act on advice from external agencies. For example, they have improved their knowledge of how to support children's learning and development outdoors.

The setting makes effective use of practitioners to support children's wellbeing. Leaders ensure that there are sufficient practitioners with relevant and appropriate qualifications and experience of working with young children. However, they have not ensured that the person in charge is an additional practitioner who is not counted into adult to child ratios.

The setting has a beneficial range of partnerships that improve the quality of provision and outcomes for children suitably. Parents receive useful information about children's learning and development through day-to-day contact, daily diaries and social media.

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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Publication date: 10/07/2019