



## Inspection Report

**Birchgrove Honey Bees Flying Start**

**Heol Nant Bran  
Birchgrove  
Swansea  
SA7 9LH**



**Date Inspection Completed**

14/09/2023

## About Birchgrove Honey Bees Flying Start

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	City and County of Swansea Child Care and Play Services
Registered places	12
Language of the service	English
Previous Care Inspectorate Wales inspection	9 November 2018
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.

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<u><a href="#">Well-being</a></u>	<b>Excellent</b>
<u><a href="#">Care and Development</a></u>	<b>Excellent</b>
<u><a href="#">Environment</a></u>	<b>Excellent</b>
<u><a href="#">Leadership and Management</a></u>	<b>Excellent</b>

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

## **Summary**

Children thoroughly enjoy their time at Birchgrove Honey Bees Flying Start because they consistently make choices about what they do and how they spend their time at the setting. They have a strong voice, and they are curious learners; they regularly engage in purposeful play-based activities.

Staff provide a warm and friendly child-centred setting. They have an excellent understanding of children's individual needs and their development, and they plan activities effectively. Staff have excellent relationships with the children, promoting positive outcomes through their nurturing and caring attitudes.

Staff care for children in an environment which is spacious, clean and secure. The indoor and outdoor areas are welcoming and friendly and provide a rich environment for play and learning. Staff use the space and facilities effectively to meet the needs of the children and they identify any unnecessary risks and eliminate them as much as possible.

People who run the setting have an excellent vision and sense of purpose which sustains improvements. They comply with all regulations and exceed the national minimum standards. People who run the setting value their staff and provide effective and regular support, ensuring they receive excellent developmental opportunities and supervision. People who run the setting have exceptional partnerships with parents who speak very highly of the setting and of the staff.

Children are excellent communicators and have a very strong voice. They are confident making their own choices about what they want to do and where they want to play. Children's opinions and interests are highly valued and acted upon, and they confidently retrieve resources from other areas to use in their play. For example, when children were playing with the vehicles, some were using the vehicles to make tracks along the paper with paint, whilst other children created a track from drainpipes for the vehicles to travel down. Others created a traffic jam.

Children are comfortable, settled and relaxed. They benefit from consistent staff who know them very well. Children build affectionate bonds of attachment as they receive lots of attention from staff who interact extremely well with them. They clearly have a strong sense of belonging, forming strong relationships and making friends. Children join in with activities and greet each other with smiles and high fives. They are familiar with the routines and the environment. For example, when the children wash their hands after playing outside, they immediately sit at the table to wait for snack.

Children's behaviour is exemplary and the interactions between them all and staff are consistently good. They are learning how to play together, share, and make friends at the setting. Children confidently spoke to us, telling us about their play and asking us to join in. Children enjoy talking to each other about what they are doing and what they can see. For example, children were telling each other the different letters and numbers that they could recognise on a board.

Children are curious learners; they are motivated, animated and engaged in their play and learning. They enjoy interesting and stimulating opportunities, concentrating for extended periods of time. For example, some children thoroughly enjoyed playing with the real pasta in the kitchen area, using the pots, pans and cups to pour and experiment. Children thoroughly enjoy the wide range of real-life opportunities and experiences, confidently exploring the resources and using their imaginations. They are motivated to make their own choices and direct their own play. Staff welcome them when they want to join an activity and encourage them to explore elsewhere when they are ready to leave.

Children have extensive opportunities to develop their independence skills; enabling them to do things for themselves successfully and to problem solve effectively. They enjoy choosing their plate and where to sit at snack time. Children also pour their own drinks and once they finished, they are encouraged to clear their plates and put their dishes in a pile. Children enjoy a wide variety of purposeful activities and have many free play opportunities as well as directed activities.

**Care and Development****Excellent**

Staff work very effectively to keep children safe and healthy. They fully understand and embed the setting's policies and procedures into their practice. Staff encourage healthy eating and prepare snacks in line with the Gold Standard Healthy Snack best practice guidance, demonstrating their commitment to promoting healthy lifestyles, physical activities, personal safety and wellbeing. They sit and eat with the children at snack time, encouraging them to explore different textures and tastes as well as providing opportunities to serve others as well as themselves. Staff respond warmly to children's requests when they want more or if they ask for an alternative. They work effectively to keep children safe; frequently moving around the various areas interacting with children or supporting them. Staff have a thorough understanding of their responsibilities to protect children. They answer confidently about what to do if they had any child protection concerns.

Staff create extremely positive relationships with the children. They interact with them in a warm, caring and relaxed manner. Staff frequently offer praise and encouragement, and they are excellent role models to the children; prompting "please" and "thank you" when appropriate and engaging with them at mealtimes to support their social skills. Staff fully understand the behaviour management policy and consistently implement positive behaviour management strategies. They speak softly to the children and regularly remind them why it is important to share and take turns during their activities, to prevent disagreements from occurring. For example, when the children were looking at a spider, the member of staff explained they would gently pass it around and take it in turns so that everyone could have a look and without scaring the spider.

Staff ensure children are at the centre of their own development; supporting their choices and allowing them endless opportunities to explore and experiment by following their own interests. They know the children extremely well and are kind and nurturing towards them. Staff are highly motivated and offer children effective support in their learning by allowing them to create their own play. For example, children were playing with the vehicles, however one child wanted to play in the mud kitchen and announced to staff the tractor was stuck in the mud. Staff allowed the child to create tracks with the mud and engaged the child further in conversation. They are committed to providing a wide range of play and learning activities through planning in the moment, which ensures they successfully follow the children's lead. Staff support and provide for children with additional needs, including emotional and behavioural difficulties. They effectively use language that is appropriate for each child's individual needs and stage of development. Staff support their language skills including some of the Welsh language; for example, we heard some incidental Welsh being used throughout the session.

**Environment****Excellent**

People who run the setting ensure the environment is safe, secure and extremely well maintained indoors and outdoors. They have highly effective measures in place to ensure

everyone fully understands their responsibilities in relation to the safety and welfare of children. There is plenty of room for children to play and learn with free flow supported between the indoor and outdoor spaces. People who run the setting use neutral colours and natural resources throughout the environment, which creates a sense of calmness at the setting. They have excellent infection control practices which successfully minimise the risk to children's health and safety. The doors are kept locked at all times and children, visitors and staff are routinely signed in and out. People who run the setting complete daily checks of the premises and all maintenance checks for the building and appliances are up to date. They complete comprehensive risk assessments that cover all aspects of the environment, which they regularly review and take appropriate action if needed.

People who run the setting use the space effectively through providing excellent learning areas for children to explore as well as zones to rest or have quiet time. They ensure the environment meets children's needs and helps to build their confidence by ensuring they can move around freely and explore. People who run the setting encourage the children to use the outside area frequently as there is a canopy which provides shade and shelter. People who run the setting offer a wide range of resources and interesting spaces which challenge and consistently stimulate children's curiosity and interest, extending their knowledge and development further.

People who run the setting ensure children can access an excellent variety of authentic resources and equipment. They provide good quality furniture and resources that are suitable for the developmental needs of all the children. The outside, enclosed area provides sufficient room for children to explore a variety of outdoor play experiences, which includes a large sand area, a mud kitchen space and an outdoor playhouse. There is appropriate furniture for children to sit at ease to undertake tabletop activities and eat their snacks. The toilets are child sized and support children to develop their independence skills.

## Leadership and Management

Excellent

People who run the setting have an excellent vision that they communicate successfully to staff and other professionals. They ensure the setting achieves very high standards, delivers high quality care and provides extensive learning and development opportunities for children and staff. People who run the setting have an effective, up-to-date Statement of Purpose which fully reflects the service they provide. They have a comprehensive set of policies that are reviewed annually, and they ensure they collect, record and monitor the required records, which are all well maintained.

People who run the setting implement effective systems to support meaningful self-evaluation and improvement. They are approachable and welcome any ideas or suggestions to improve their practice. People who run the setting complete a thorough quality of care review each year and consider the views of staff, parents, children and outside agencies. The review highlights their strengths and areas they would like to build on. For example, they have identified a need to restart a playgroup which provides support to families and incorporates play sessions for the children.

People who run the setting follow timely and robust recruitment processes to safeguard children and ensure staff have the necessary qualifications and experience to care for children. They are enthusiastic and extremely motivated. People who run the setting set high expectations and inspire and lead staff effectively, supporting them through regular, meaningful supervisions and annual appraisals. The key worker system enables children to settle with familiar staff who understand their individual needs. Staff said they feel very well supported by management and they are happy in their work. People who run the setting deploy staff effectively to ensure they meet staffing ratios and children's needs fully.

People who run the setting have developed excellent partnerships with parents and outside agencies. They ensure all communication is inclusive and valuable. Parents said they are extremely happy with the setting, and also feel staff support and care about them as well as their children. They speak very highly of them. People who run the setting have positive links with a wide range of professionals, the community and other stakeholders. Some feedback comments included, "*They go above and beyond,*" and "*Nothing is too much for them.*" People who run the setting also ensure they work closely with the school to support successful transitions and promote positive outcomes for children.

Summary of Non-Compliance	
Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
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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)
	No NMS Recommendations were identified at this inspection

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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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