



Inspection Report

Busy B`s Day Nursery

**Treborth Business Park
Station Buildings
Bangor
LL57 2NX**



Date Inspection Completed

06/02/2023

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About Busy B`s Day Nursery

Type of care provided	Children`s Day Care Full Day Care
Registered Person	Justine Burley
Registered places	43
Language of the service	Both
Previous Care Inspectorate Wales inspection	
Is this a Flying Start service?	
Does this service provide the 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 the Welsh language and culture.

<u>Well-being</u>	Good
<u>Care and Development</u>	Good
<u>Environment</u>	Adequate
<u>Leadership and Management</u>	Adequate

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

Summary

Children are happy, settled and confident to share their views. They are making friends and interact well together. Children enjoy the activities available to them and are learning to become more independent. Staff are aware of their responsibilities in respect of keeping children safe and healthy. They know the children well and speak to them in a warm and friendly manner. People who run the setting ensure all areas used by children are safe and welcoming. Toys and resources are of good quality and provide suitable opportunities for children to learn and develop their skills. However, the opportunities for free choice and outdoor play are more limited for some children. People who run the setting are committed to managing the service effectively. However, they need to ensure the registered person's Disclosure and Barring Service (DBS) checks are up to date and that all rooms are supervised by a qualified staff member. Good relationships have been formed with parents and information is shared effectively, ensuring children's needs are met.

Well-being**Good**

Children are happy, settled and make appropriate decisions about how they spend their time. They move around the available activities freely and follow their own interests. They are eager and confident to share their ideas, answer questions and chat to staff, knowing they will value what they have to say. For example, they are confident to ask for an alternative if they don't like what's on offer at lunch time.

Children have a sense of security as they are familiar with the daily routines and are cared for by staff with whom they have formed warm relationships. They are confident and secure in their surroundings and feel comfortable asking staff for reassurance or comfort when needed. For example, by indicating they want a cuddle when they are unsure about new people or situations.

Children are eager to involve their friends and staff in their play. For example, when playing outdoors, children pointed out a spider they had found to a staff member, who helped and encouraged them to look to see what other insects they could find. Children are enthusiastic to share their achievements, knowing they will be valued and celebrated by staff. For example, children were excited to show their completed art work to staff and smiled when they were praised for their efforts.

Children are making friends and chat together at lunch time and during play, sharing lots of smiles and laughter as they do so. They play happily together, sharing toys, taking turns and working together to complete tasks well. For example, when riding the bikes around the outdoor play area, children lined up to wait their turn to ride the bikes down the hill, showing interest in how fast their friends went when they took their turn. Children enjoy their play and concentrate well on tasks. For example, babies had fun and showed good concentration skills when sticking cotton wool to create a collage.

Children have ample opportunities to develop their independence skills by completing tasks for themselves. For example, younger children are learning to feed themselves as well as becoming more independent when wiping their noses and washing their hands.

Care and Development

Good

Staff understand and follow the setting's procedures effectively to ensure children are kept safe and healthy. Staff have sound knowledge of the correct procedures to follow if they have any concerns about a child and have completed training on safeguarding children. Plenty of staff have completed paediatric first aid training and any accidents and incidents that do occur are well recorded and signed by parents. A monthly review of accidents is also completed, ensuring that any actions needed to lower the risk of injury to children can be taken accordingly. Staff conduct fire drills regularly and keep detailed records, ensuring all staff and children are familiar with how to exit the premises quickly and safely in the event of an emergency.

Staff promote healthy eating and hydration; they ensure children have access to their drink bottles throughout the day and provide healthy meals and snacks, such as vegetable risotto, fruit, crackers and cereal. Staff implement effective hygiene procedures, for instance, they follow current best practice when changing children's nappies and ensure the tables are cleaned thoroughly with antibacterial spray between activities. They also ensure children wash their hands as and when required, thus reducing the risk of cross infection.

Staff have positive relationships with children; they speak with them in a kind and calm manner and provide comfort and reassurance when children need it. They deal with any minor disagreements or inappropriate behaviour positively. For example, by reminding and supporting children how to share and talk nicely when any minor disagreements occur. Staff use praise often throughout the day to encourage children to interact and behave positively.

Staff provide a variety of fun activities they know the children will enjoy. They know the children well and are familiar with their likes and dislikes and plan activities according to their interests. Child development records are also kept, where staff collate photographs of children taking part in activities, observation notes and samples of children's work. These are shared with parents regularly. Staff gather comprehensive information about children's individual care, personal and medical needs before they begin attending, helping them to plan effectively to meet individual needs. For example, all staff have undertaken specialist training on treating severe allergic reactions so they can care effectively for any children who have allergies.

Environment

Adequate

People who run the setting understand their responsibilities to provide a safe environment for children. They have detailed written risk assessments in place, which outline any potential hazards to children's safety. Individual risk assessments are also completed for outings to the local area and specialised activities. All risk assessments are reviewed regularly so people who run the setting can monitor and manage any potential hazards effectively.

People who run the setting provide children with suitable areas to play and learn. They provide children with an appropriate selection of toys and resources, and these are stored so that children can access them independently. Although, children in the toddler room have access to the activities laid out by staff, the number of toys and activities freely available to them is more limited. This means they have less opportunities to choose how to spend their time and follow their interests.

Staff display samples of the children's work on the notice boards, providing children with a sense of belonging and pride in their achievements. All areas are suitably maintained and welcoming for children. Children have access to a suitable outdoor area, which provides opportunities for children to develop their physical skills by using climbing apparatus or playing on the ride on toys. People who run the setting ensure staff provide toddlers and older children with regular opportunities to spend time in this area, meaning they can develop their physical skills and spend time in the fresh air. However, the opportunities for babies to spend time outdoors is more limited.

People who run the setting provide children with a suitable range of toys and resources. children. A variety of equipment is available to aid children's independence, including steps and low level toilets and sinks. Staff provide some opportunities for children to explore natural and sustainable materials. For example children had opportunities to complete collages or art work using natural materials and toddlers spent some time playing in the sand tray. However, the opportunities to explore natural materials are limited in both the indoor and outdoor environment. The number of toys and resources promoting diversity and multiculturalism is also limited.

Leadership and Management

Adequate

People who run the setting ensure staff are aware of their responsibilities and are familiar with the setting's policies and procedures. The setting's statement of purpose contains all the required information, meaning parents can make an informed decision about whether the setting can meet theirs and their child's needs. The setting's policies contain all the required information and are reviewed annually.

People who run the setting are keen to ensure they are continually developing and improving the service they offer. They regularly seek feedback verbally from parents as well as through sending feedback questionnaires to parents and staff. Feedback is also sought from children by talking to them and conducting daily observations. People who run the setting have written a report in response to the feedback received. This report outlines what improvements have already been made and those which are planned for the future.

People who run the setting ensure staff receive regular training and support so they can carry out their roles effectively. They have ensured staff files are comprehensive and contain the required information, showing safe recruitment procedures are in place. However, at the time of inspection, the registered person did not have a Disclosure and Barring Service (DBS) certificate. The registered person rectified this immediately and has now applied for a new DBS certificate. An area for improvement has been issued regarding this matter. Written records show that staff meetings, staff supervision meetings and annual appraisals take place regularly. This was also confirmed by staff we spoke with, who told us they could approach people who run the setting at any time to discuss any issues they have. People who run the setting ensure the required staffing ratios are met each day, including during break times. However, not all rooms were supervised by a qualified staff member.

People who run the setting share information with parents effectively. We saw evidence of information gathered from parents detailing children's specific needs, likes and dislikes. Daily contact sheets are completed for all children and shared with parents, so they are well informed about their child's time at the setting. Feedback received from parents reported they were happy with the setting and indicated that the setting met with children's and their family's needs.

Recommendations to meet with the National Minimum Standards

R1. The way in which qualified staff are deployed should be reviewed in order to ensure a qualified member of staff is present to supervise each play room at all times.

R2. The provider should ensure children have a wider range of opportunities to explore natural, sensory and recycled materials.

R3. The provider should ensure children in the toddler room have more opportunities to choose activities freely/independently and follow their interests.

R4. The provider should ensure babies and toddlers have more to spend time outdoors.

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
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6	The registered person needs to regularly update their DBS certificate in order to demonstrate they remain suitable to provide care to children.	New
28 (1) (a)	Not all staff files were complete job descriptions missing off 5 files (5 viewed) full employment history missing off two, 4 references missing off separate files, health declaration missing off two.	Achieved
16 (1)	Regulation 16 - review of quality of care. The registered person must make suitable arrangements to establish and maintain a system for monitoring, reviewing and improving the quality of care given to children.	Achieved
31 (1)	Regulation 31 - Provision of information. The registered person must notify us of staff changes 'in advance of the event occurring' or within 14 days.	Achieved
25 (c)	Regulation 25(c) - Hazards and safety. Unnecessary risks to the health or safety of relevant children are identified and so far as possible eliminated.	Achieved
30 (1) (b) Sch3.06	Regulation 30. Keeping of records. The registered person must maintain daily attendance records of staff caring for children	Achieved

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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