



Inspection Report

Buzzy Bees Nursery School

**Busy Bees
27 Chestnut Green Upper Cwmbran
Cwmbran
NP44 5TH**



Date Inspection Completed

24/10/2023

About Buzzy Bees Nursery School

Type of care provided	Children's Day Care Full Day Care
Registered Person	Catherine Pritchard Lisa Owen
Registered places	26
Language of the service	English
Previous Care Inspectorate Wales inspection	May 2019
Is this a Flying Start service?	Yes
Does this service promote Welsh language and culture?	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.

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<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 have a voice and express themselves and their needs confidently. They settle well as they are happy and have a good relationship with staff. Children interact well with others and enjoy their play and learning experiences. They have opportunities to be independent and develop a range of skills.

Staff implement effective policies and procedures to keep children safe. They promote a healthy lifestyle through the effective routines. Children have access to timed outdoor play. Staff interact with children well to support their play and learning. The resources are adequately used and planned to support all children to progress and learn new skills.

The environment is safe, secure and an appropriate space for children to play and learn. The indoors is spacious but the outdoor area needs further consideration with regards to sheltered space and setting up activities ready for play each day. In the main, facilities and resources are age appropriate and give children a range of opportunities and experiences.

The managers run the nursery well. Policies and procedures adequately reflect current practice and are updated regularly. Self-evaluation of the setting and care provided is suitable with positive changes made that benefit the children. Staff are managed well and positive relationships are developed with parents so that they are kept informed.

Children have a voice at the setting. They can make choices about how they spend their time at the setting. They know that they will receive support if they need it. They are encouraged to voice their preferences and know what to expect at the setting. Children are developing good self-esteem across the nursery.

Children are happy and settled. They are familiar with routines, confident in exploring their environments independently and know how and where to access resources. They form positive relationships with their peers in line with their age and stage of development and make good attachments with staff who care for them.

Children enjoy their play and learning. They benefit from a variety of age-appropriate play and learning resources in each room. They are interested in their play. Some show curiosity and the ability to play alone for periods suitable to their age and stage of development. We saw a child in the toddler room painting, happily absorbed, smiling to themselves, and occasionally chatting to staff or another child if they were asked what they were doing. Children have opportunities to engage in adult led activities as well as independently. We saw a group of children at circle time choosing to play a guessing game. They passed around a box, tapping it shaking it and feeling the weight of the box to guess what was inside the box. Members of staff reminded children to take turns and get a feel for the box, they asked questions such as "*So what do you think could be inside? Should we be careful? Is it heavy?*". Some children excitedly said, "*It's a toy*" another child said, "*It's a present*". On opening the box there were different items all relating to the colour green, which was the colour of the week they were learning about. All the children were excited to pick an item to look at.

Children are developing their social and independence skills. They initiate games with their friends and show joy when doing this. We heard a child in the preschool say, "*I know how to play this game, shall I show you?*" when playing a card game. Children develop a good range of skills as they play. They have many opportunities to become independent. Young children are encouraged to feed themselves, with staff offering support when needed. We saw the babies sitting on the floor exploring what it felt and looked like inside a pumpkin. They covered their hands with the stringy flesh and giant seeds, some put it to their mouth and decided it wasn't tasty. Staff smiled and praised them for exploring the activity. Older children readily help to tidy away at the end of a play session, they put on their coats to go home or wash their hands ready for lunch time.

Care and Development

Good

Most staff have a good understanding of their roles and responsibilities to keep children safe and healthy. They receive regular safeguarding training and implement the setting's safeguarding policy and procedure well. Most staff we spoke with are confident when discussing safeguarding and the referral process. Mealtime menus are healthy, and we saw children eating cheese and onion pie with vegetables at lunch time and had a dessert. Information relating to children's allergies, medical conditions and health care plans, is accessible to staff at all times. The kitchen is suitably labelled, to remind the member of staff about children's individual dietary needs whilst preparing meals. Staff record accidents and injuries, in detail, including any injuries sustained at home. These are monitored monthly to identify any trends in accidents sustained at the nursery and ways to minimise the risk of these happening again are recorded.

Staff work well together to support and promote children's social behaviour. They are positive role models for children in their care, treating each other and children with respect and kindness. They give consistent praise and encouragement, and this fosters a calm atmosphere in the setting. Staff care for children in a kind and nurturing way. They offer praise and encouragement to the children. We heard a staff in the preschool telling children *"It's so nice to see everyone sitting nicely like that"*, to which the children responded with smiles.

Staff are supportive, nurturing and engage positively with children to support their play and development. There is a system for recording and identifying children's progress and next steps. Staff plan a good variety of activities, which follows the children's interests. This links with the Flying start approach which the setting follows. We heard some Welsh phrases being used across the nursery.

Environment**Adequate**

The environment is safe and secure, and all visitors sign in and out of the building. Insurance certificates are up to date, as well as routine safety checks for the building and appliances, such as an annual gas safety check and fire safety equipment. Suitable risk assessments are in place and daily checks of the indoor and outdoor environment are completed to identify and eliminate risks to children's safety. However, the next annual review dates are not included in the documents. Records such as daily registers were in place and during discussion, staff knew how to record who attends each session. However, the registers were unclear as they did not easily identify total numbers of staff and children within which age group. Regular fire drill practices are carried out to ensure staff and children are familiar with the emergency evacuation process.

The indoor environment of the nursery is welcoming and well maintained. All base rooms are well supplied with appropriate resources such as role play kitchens, real life utensils and other equipment suitable for the age and stage of development of the children in each room. However, outdoor play areas had a lack of shelter to allow children to continue their play in all weathers. On the day of the inspection, we noted that activities and resources were not set out in readiness for play. The outdoor equipment in place looked tired and unprepared for the day. We did not observe children playing outside. Children's toilets are accessible and clean. Attractive decoration in the rooms across the nursery displaying children's own work in each base rooms, helps to make the play spaces welcoming. This helps children to feel valued and give them a sense of belonging.

Resources in each room are mainly stored on units suitable for the age and stage of development. For example, in the baby room there were resources placed on the floor for the children to easily access, and in the older children's rooms, resources were stored on shelves for children to access independently. The nursery has suitable furniture such as child sized tables, chairs and sleeping equipment.

Leadership and Management

Adequate

Leadership and management of the service is adequate. The management team who run the nursery are experienced and, overall, manage the service to suitable standards. The statement of purpose provides parents with information about the service so they can make an informed decision about its suitability for their child. Although there are appropriate policies and procedures in place, some require more details such as the lost/missing children, uncollected children policies need clarity with regards to what to do in reporting concerns and stating when and how referrals should be made. It is the responsibility of all adults working with children to know how to raise referrals should they need to do so.

The management team work hard to ensure that they deliver sound quality care. They appoint an appropriate number of suitably qualified staff to care for the children. They have clear expectations of the staff and support and challenge them to do their best. Roles and responsibilities are set out so that staff are aware of their role within the setting. However, we noted that the manager is required on a daily basis to be part of the pre-school group team. This means she is required to maintain a number of individual children's records such as observations and assessments. In addition, the manager is expected to prepare and cook meals as the nursery does not employ a cook. This means that the manager's role is challenged, and she is not able to fully commit her time to running the nursery and have an overall view of the setting.

All relevant checks are made to ensure all staff are suitable to work with children. There is a clear system in place to ensure that staff's Disclosure and Barring Service checks (DBS) are up to date. There is a system in place to keep track of mandatory training and staff can attend external training. Staff receive suitable supervisions and appraisals to reflect their practice, however, distinction between both supervision and appraisals is not clear. Staff are happy in their roles, they told us they feel valued and at ease with the managers and feel they are listened to.

Children and parents benefit from a service which is committed to improving outcomes for children. The staff have established trust and good communication links with parents. Parents we spoke with told us that they are happy with the service that is provided to their families. Managers told us that they hold parent's events where they discuss children's development and for parents to look around the nursery. The setting is supported by the flying start service. We were told the nursery has regular visits from the flying start team.

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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N/A	No non-compliance of this type was identified at this inspection	N/A
30	Records of children's attendance are not properly maintained	Achieved
20	Practitioners do not have a strong understanding of the policies and procedures in order to safeguard children and they do not always keep appropriate records relating to safe practice.	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	Improve daily registers for children so that each age group can be clearly identified, noting actual times of arrival and departures and total numbers of children. This also includes a clear register for staff.
Standard 22 - Environment	Ensure outdoor play areas are set up daily ready for children to use. Providing sheltered area so children can use the space in all weathers.
Standard 14 - Organisation	Ensure that the PiC/manager is able to work in the capacity of their role in order to manage the whole setting and have an overview of the nursery.
Standard 14 - Organisation	Broaden policies and procedures for lost/missing and uncollected children. Clearly including information on what to do in an even. Noting how to raise referrals for safeguarding.

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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