



Inspection Report

Buddies

**St. Asaph Vp School
Upper Denbigh Road
St. Asaph
LL17 0RL**



Date Inspection Completed

06/03/2024

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About Buddies

Type of care provided	Children's Day Care Out of School Care
Registered Person	Holly Layton
Registered places	40
Language of the service	English
Previous Care Inspectorate Wales inspection	17 July 2018
Is this a Flying Start service?	No
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.

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

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

Summary

Children are happy, settled and have good opportunities to develop their skills and independence. Children are listened to, and they know their interests will be considered. They communicate confidently with staff and interact well with each other. Children are active learners and interested in what they do. They enjoy their play and learning particularly outdoors and have a good range of activities, which encourage learning and discovery through play.

Staff keep children safe and healthy and are aware of their needs. They manage interactions well and support children to develop skills and are good role models. Staff promote play and learning effectively and meet children's developmental needs.

Leaders are aware of how to keep children safe. The main gate is kept locked and visitors sign in and out. They ensure children are cared for in a motivating environment and plan interesting activities. Resources both indoors and out are suitable for the needs of the children and are of good quality.

Leadership is appropriate and there is a positive ethos and an established team of staff who deliver a good level of care to the children. Staff are deployed well and are aware of their roles and responsibilities. There are good partnerships with parents and the school with whom the setting shares some outdoor resources.

Children are confident to speak up and know they will be listened to. Children can choose which activity they want to take part in and can choose whether to play indoors or outside. They decide for themselves when they want to come in and do something different such as playing a game inviting staff to join in. Children's needs are sensitively considered for example, they were offered suggestions such as a bike obstacle course.

Children feel safe. They settle well and have good relationships with each other and staff. Children play happily alongside each other, dressing up and joining in together for example, with a story or to play imaginative games. They were very relaxed and at ease with the staff and there was lots of happy chatter about homes and families, making them feel valued.

Children interact well with each other. For example, there were four children enjoying craft painting their clay daffodils. They take turns well, sharing paint. Children helped to clear resources away and they went outside. They work together happily taking pride in showing us what they are doing and enquiring more about us. Children listen well to instructions and are keen and interested both in what they and their friends are doing.

Children enjoy their play and learning with the toys and equipment available. They have complete choice of activities inside and outdoors and happily move from one activity to another. Children are busy and very interested in what they are doing. They are confident explaining and showing how a pig game works. Children are relaxed, happy and smiling as they play alongside their friends commiserating and giving feedback as to why their friend might have lost the game. Some of the children's own craft work is displayed on the walls giving them a sense of belonging.

Children develop well and have good opportunities to become independent as almost all resources are stored at children's level, and they can help themselves easily to the toys and equipment they want to play with. Children are well supported to enjoy a good range of activities outdoors, and playing outdoors promotes their physical skills. Children are independent. They go to the toilet and wash their hands and collect their bags and coats when it is time to go home. Children are helped to practice language skills, they chat freely, very confidently, telling us about everything they like to do in the setting.

Care and Development

Good

Staff keep children safe and healthy. They remind children to wash their hands after visiting the bathroom. Staff practice good hygiene, wiping tables. They provide healthy snacks for the children including fruit and water to drink. They have attended courses and follow policies relating to safeguarding children and they know what to do if they have concerns about a child. Staff are waiting for training for a paediatric first aid qualification however in the meantime have completed an online course. Risk assessments have been carried out to ensure children are safe, including off site visits to the park. Accident and incident records are completed appropriately and shared with parents.

Staff are good role models for the children. They use positive behaviour management strategies and support children according to their individual needs and stage of development. They move round to where they are needed providing good levels of supervision. Staff speak to children gently. They stay calm with quiet voices and give good explanations which the children understand. They make snack time a sociable experience sitting at the tables with the children.

Staff know children well and as a result can provide a good level of care for them and meet their individual needs. They showed great awareness of the needs of the children and use skilful interactions to develop play. They anticipate children's needs and show a constant awareness and flexibility. Staff ensure the activities are the choices of the children.

Leaders ensure the premises are safe and secure for the children. The main gate was locked when we arrived, so the premises are secure from unauthorised access. Visitors are requested to sign the visitors' book on arrival and departure. Regular fire drills are to be completed monthly and at the start of holiday club so children and staff know the procedure in an emergency. The premises are clean and resources fresh. Leaders ensure the learning environment is safe for the children by carrying out checks of the premises and equipment. Staff complete a visual check which ensures any potential risks are quickly eliminated before the children arrive.

Leaders ensure both indoor and outdoor play areas have resources set out within easy reach, so enabling children to choose their own toys and equipment. Inside, the room was divided into learning areas with suitable play items. The learning environment is well set out for the children, so they can move easily from one area to another. Children help themselves to different resources to develop their play for example dressing up. The layout of the environment ensures children have good opportunities to develop their play independently and the space for coats and bags provides a sense of belonging.

Resources and equipment are suitable for the children's ages and are in good condition. They include natural wooden and plastic resources, with some recycled such as tyres. Appropriate tables and chairs enable children and staff to sit together during activities or snack times and a comfortable sofa lets children snuggle up to listen to a story. There is a good selection of toys and resources indoors and out and staff use the environment well, for example to see who can steer around cones on their bikes. New resources have been added to the garden environment, such as a water pipes making an interesting place for the children to play.

Leadership and Management

Good

Leadership and management of the service is effective. Records and documentation are clear meaning everything is easy to find. The service's statement of purpose provides parents with the information they need to decide whether the service meets their and their child's needs. Staff are well deployed and have clear roles within the service. The exact times of the attendance of the children and staff are recorded, and policies and procedures are up to date reflecting the running of the provision.

Leaders plan for improvement, but also make changes daily. For example, they addressed the recommendations during the inspection, devising new paperwork immediately. This shows leaders are proactive in wanting to provide the best care and improve the service. Changes have improved the experiences for the children particularly outdoors. Parents and children's views are incorporated into the quality of care review. Children's ideas and feedback are valued, and they said they like, 'playing with friends, and being outside. Likes and dislikes are considered when purchasing more toys and equipment.

Staff files are organised with all checks complete. Staff are well deployed meaning children received plenty of individual care. Leaders meet daily to discuss any issues in relation to the setting and to share ideas and good practice, however these are not recorded. Training needs are identified, and staff have opportunities to develop their skills for example, by doing training online. Staff told us they enjoyed working in the setting, and they knew who to go to if they needed guidance.

Leaders maintain regular communication with parents to meet children's on-going needs and to keep them informed. They work with parents to identify children's preferences before they start. When additional needs are identified, leaders told us they work with parents and take additional advice and support from agencies to provide the care each child needs. Children's files recently updated contain all the relevant information to provide a good level of care. Leaders have developed effective partnerships which benefit the children, including a good relationship with the school with whom they share some outdoor resources.

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

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
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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