



Care and Social Services Inspectorate Wales

**Children and Families (Wales) Measure 2010
Child Minding and Day Care (Inspection and Information for Local
Authorities) (Wales) Regulations 2010
The Child Minding and Day Care (Wales) Regulations 2010**

Inspection Report

Birchgrove Honey Bees Flying Start

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

**Type of inspection – Post Registration - Baseline
Date of inspection – Tuesday, 29 September 2015
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Summary

About the service

Birchgrove 'Honey Bees' Flying Start was registered in November 2014 to care for up to 12 children, age 2-3 years. The Responsible Individual is Matthew O'Brien, Head Teacher of Birchgrove Primary School and the Person in Charge on a day-to-day basis is Rhian Thomas. Care is offered through the English language with occasional Welsh.

Sessions run between the hours of 9am and 11.30am and 12.45pm and 3.15pm. The service is based in a dedicated room within the primary school, with its own access door and enclosed outdoor area. The children also have access to a toilet/bathroom area and there is a kitchen and office which are only for staff use.

What type of inspection was carried out?

This was a post-baseline inspection that focused on all four theme areas: the quality of life and experience of the children; the quality of the staffing; the quality of the leadership and management and the quality of the environment. Six children and three staff were in attendance on the afternoon of the inspection.

The following methodologies were used during this inspection:

- Discussions with the person in charge
- Discussions with staff members on duty
- Direct observations of the care and interactions between staff and children
- Conversations held with two parents of children attending the service
- Analysis of the setting's Statement of Purpose
- Scrutiny of a range of documents held at the setting including staff files, children's files, observations, activity planning, accident and medication records, procedure and policy documents
- Visual inspection of the premises
- Observation of one child using the Short Observational Framework Inspection (SOFI 2) tool. The SOFI 2 tool enables inspectors to observe and record life from a child's perspective; how they spend their time, activities, interactions with others and the type of support received.

What does the service do well?

- The service implements the 'Designed to Smile' programme to encourage the children to have good dental hygiene
- A Level 5 hygiene rating was awarded by the Environmental Health Department in March 2015, demonstrating excellent levels of cleanliness
- Staff are well trained and all have received training in first aid, food hygiene, manual handling and a range of other courses
- The setting encourages parents to take part in charity events in order to raise money for charities such as Macmillan by running coffee mornings
- 'Together time' is run on a Friday, which encourages parents to come and visit during the last half hour of a session to engage with the children and take part in activities with them
- Good parent-service relationships are developed by encouraging parents to help

produce story sacks for the benefit of the children and a suggestions box is available for parents to provide feedback

- Regular trips are organised to provide children the opportunity of experiencing different places, such as the Gower Heritage Centre, Folly Farm, Gnoll Park, LC2
- Family events and fun-days are organised including 'messy play days', teddy bears' picnics, 'language and play days' so that the whole family can come together to take part in activities together
- The service works closely with health visitors, educational psychologists and other professionals to ensure a child's full health and educational needs are supported

What has improved since the last inspection?

This was the service's first inspection since registration.

What needs to be done to improve the service?

In accordance with the Child Minding and Day Care Regulations (Wales) Act 2010, the person in charge was notified of the following non-compliance issue:

Regulation 28 – Suitability of Workers. A minimum of two references need to be obtained in respect of workers prior to starting at the setting.

The following practice recommendation was also made:

- All visitors, including internal visitors to sign in to the visitors' book
- Ensure all accident forms are countersigned by the child's parent/carer

Quality Of Life

Overall, we the Care and Social Services Inspectorate Wales (CSSIW) found that children are active and stimulated and are supported to develop cognitively, emotionally and socially through the range of opportunities available to them, the planning and observation and the care provided by the staff.

Children have opportunities for freely chosen, unstructured and self-directed play, as the routine provides opportunity for children to play freely and we saw that children made positive use of the play materials and equipment available. We observed children to move freely and confidently around the room and all were seen to be positively engaged in some form of play. Some children played with animal figures together on a rug, whilst two began drawing and colouring around their hands. Two children selected toy cars and began to race them around the floor. Staff encouraged their play and interacted with them, without directing or taking over. Some children later moved to the 'quiet' area of the room and selected books to look through by themselves.

Children's needs are met through appropriate observations and planning. Staff meet with parents prior to the children starting at the setting in order to assess the children's needs and obtain information that would help them to settle in. We saw children's files contained detailed notes including an 'all about me' booklet and development assessments that had been made during the home interviews. We saw that staff recorded comments and observations on the children on post-its notes and labels during the afternoon and we were informed that development notes were updated at the end of each session. These notes were used to help staff to plan activities based on their age and stage of development. The Person in Charge confirmed that the setting planned to complete Foundation Phase profiles on each child before they left, rather than producing transition files which would be of more benefit to the teaching staff of the nursery class and to aid a smoother transition for the children.

Children's development is promoted through healthy food and drinks as healthy eating is actively promoted through the snacks provided. A four-week rotating menu was seen to be in place which included a range of different fruit and vegetables. On the day of our visit the children enjoyed ham or cheese sandwiches, strawberries, blueberries, nectarine, cucumber and a choice of milk and water. The children went off to wash their hands prior to eating the snack and they also brushed their teeth as part of the 'Designed to Smile' programme. Healthy Eating was a theme that the service was following and a bright and colourful wall display reflected the theme, displaying different kinds of healthy foods. In the role play area, a market stall and kitchen had been set up with lots of play food. One child started to play with a pretend pizza, which prompted a discussion between the child and carer about different pizza toppings and healthy options.

Children develop relationships, are recognised and valued. This is because good relationships were evident and lots of praise, encouragement and affection was shown to the children throughout our visit. Some of the children, who had only started a few weeks earlier, were a little upset on arrival and staff gave the children cuddles to comfort them. Staff took the time to greet the children individually, and the session began with a register being called where the children were encouraged to speak in Welsh. Staff sang 'How do

you feel today?' and children were asked to acknowledge their feelings. A sense of inclusion was created through the use of photographs, which helped the children to learn each other's names and reinforced who the staff were. Children's self esteem was boosted through the staff praising the children for their efforts, with comments such as, 'Da iawn, you're so clever!' and 'well done for sharing'.

Quality Of Staffing

Children benefit from confident, competent carers who meet their needs. All staff were seen to hold relevant and up-to-date childcare qualifications and had received training, or were due to attend training in emergency first aid, child protection, food hygiene, fire safety and fire extinguisher training. Another member of staff had undertaken training on basic health and safety and children's rights. Two of the carers had a number of years' experience of child minding and one staff member ran occasional training sessions for PACEY and the local authority. We observed staff to be confident in their roles and skilful in their interactions so that they enhanced the children's play and supported them, without interfering.

Children are encouraged to develop new skills by carers who are positive and motivated as they encourage the children to be independent and try new things. Having played in the kitchen, one child selected a real orange from the display and proceeded to try and peel the orange. Staff encouraged her and praised her for her perseverance and she managed to peel the whole fruit by herself. The child was rewarded by being given the fruit to eat at the end. Children were encouraged to be more independent by putting on or taking off their coats when arriving or going out to play. Children were also motivated by the staff to try counting for themselves or to recognise and point out numbers.

Care giving is relaxed and unhurried. Staff spoke to the children in a soft and cheerful manner and this helped to create an atmosphere of calm in the setting. We observed the carers speaking to the children constantly in order to make them feel at ease, develop their play and learning and encourage language development. The staff also chatted with the children about their families and likes and dislikes, showing a genuine interest in them as individuals.

Children have good interactions with carers and feel enhanced well-being as a result. Children's experience and interactions with staff were recorded using the SOFI 2 tool and showed that the carers celebrated the children's participation and achievements and empowered them to employ skills and abilities in a manner that was fun.

Quality Of Leadership And Management

Overall we found that the setting is well planned and managed and has a clear sense of purpose.

Children receive effective support from a service which can fully meet their needs as it has close links with other professionals and agencies. The person in charge confirmed that parents are approached prior to the child starting at the setting via an introduction from the health visitor and information is gathered to help the staff identify any areas that need additional support. There is a strong sense of partnership working with the health and educational professionals, who regularly attend the nursery to work with children who would benefit from it. Staff informed us that they monitor and record children's development on a daily basis in order to show progress or identify any needs and hold regular meetings to review the children's progress in order to meet their needs.

Children and parents are clear about what the service sets out to provide. The service's Statement of Purpose, which is provided to parents prior to starting, is clear in terms of the aims and objectives of the service. It focused on how the service promotes the children's learning and development: in "an environment that invites children to explore, question, investigate, create and imagine". "Staff will provide the children with good role models of language and focus on developing their speaking and listening skills." Our observations of the staff interactions with the children and discussions with staff about the planning of activities showed that practice reflected the care that children were receiving.

The service is well run with due care and attention to the regulations and national minimum standards through good record keeping and careful planning. Risk assessments were seen to have been completed on a daily basis, and the children's and staff's attendance record noted their presence. Two children's files were seen to contain detailed information about the child's history and general information about their likes, dislikes and beliefs together with assessments, parental evaluation and consent forms. Staff files were also seen to be largely compliant, although we discussed with the person in charge the need to obtain two references and seek an alternative if the referees provided failed to respond. Notes recording the induction training that staff had received were included in the staff files along with evidence that they had received supervision on a six-weekly basis. The person in charge had created matrixes which had been completed to record staff training needs and DBS expiry dates. Policies were detailed and each staff member had signed to confirm that they had read and understood them.

As this was the service's first inspection a quality of care review and report had not been completed yet. The person in charge confirmed that she intended to complete this in November and thereon-in on an annual basis and the policies and procedures would be reviewed at the same time. Ms Thomas was aware of the need to involve children and parents in defining and measuring the quality of the service provided in order to inform any plans for future improvement. CSSIW requested that a copy be sent to them when it had been completed.

Quality Of The Environment

Overall, we found that the children benefit from a stimulating environment that is well resourced, safe and well-maintained.

Children have an opportunity to experience different areas and rooms. The base room was seen to be set up according to the principles of the Foundation Stage and provided space for the children to take in different forms of play. A carpeted area was seen to be used for greetings and group activities, such as story time and singing. A role play area had been set up to include a shop and a kitchen that had different forms of play food set out for the children to explore in-line with the current theme on healthy eating. We also saw children exploring a quiet area with a book shelf and space dedicated to table-top activities and messy play, such as a sand tray full of animals to explore. We observed the children to respond positively to their environment and move freely around the room, taking the opportunity to use the resources available. There was a large enclosed outdoor area that the children were seen to play in, which had lots of interesting toys that promoted gross motor and fine motor skills, including a water station and a mud kitchen.

Children find it easy to do things for themselves and with the minimum of support as the room is set up to promote a sense of independence. A unit was located near to the door to encourage children to hang up and collect their own coats. The room was equipped with child-size tables and chairs for the children to be able to sit comfortably. Toys and resources were placed so they were accessible to the children and were labelled with pictures. It was apparent that the children knew where to find particular toys and they felt enabled to do so as we observed a number of children taking out toys from the storage around the room, including one child who sought-out a shape sorter in the shape of a pig.

Parents can be confident that the premises are safe and secure as it was seen to be locked to prevent strangers entering and well-maintained. The gate was locked on our arrival and a visitors' book was used to record their presence. We did however, recommend that any school staff visiting the setting should record their presence as well as any external visitors. The setting had a record to show that fire drills had been practised. Public liability insurance was in place under the school's insurance and was seen to have run out, so we recommended that details of the renewal be sent to CSSIW when the local authority had forwarded it to the school. We saw that the facilities were clean and maintenance was carried out by the school.

How we inspect and report on services

We conduct two types of inspection; baseline and focused. Both consider the experience of people using services.

- **Baseline inspections** assess whether the registration of a service is justified and whether the conditions of registration are appropriate. For most services, we carry out these inspections every three years. Exceptions are registered child minders, out of school care, sessional care, crèches and open access provision, which are every four years.

At these inspections we check whether the service has a clear, effective Statement of Purpose and whether the service delivers on the commitments set out in its Statement of Purpose. In assessing whether registration is justified inspectors check that the service can demonstrate a history of compliance with regulations.

- **Focused inspections** consider the experience of people using services and we will look at compliance with regulations when poor outcomes for people using services are identified. We carry out these inspections in between baseline inspections. Focused inspections will always consider the quality of life of people using services and may look at other areas.

Baseline and focused inspections may be scheduled or carried out in response to concerns.

Inspectors use a variety of methods to gather information during inspections. These may include;

- Talking with people who use services and their representatives
- Talking to staff and the manager
- Looking at documentation
- Observation of staff interactions with people and of the environment
- Comments made within questionnaires returned from people who use services, staff and health and social care professionals

We inspect and report our findings under 'Quality Themes'. Those relevant to each type of service are referred to within our inspection reports.

Further information about what we do can be found in our leaflet 'Improving Care and Social Services in Wales'. You can download this from our website, [Improving Care and Social Services in Wales](#) or ask us to send you a copy by telephoning your local CSSIW regional office.