



Childcare Inspection Report on

Busy Bods @ Ysgol Bodfari

**Ysgol Bodfari
Bodfari
LL16 4DA**



Date Inspection Completed

18/10/2019

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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

Description of the service

Busy Bods is situated in a rural school setting Ysgol Bodfari which is on the outskirts of the town of Denbigh. The registered person is Susan Dick and the person in charge is Louisa Jones. The service is registered for 20 children up to the age of 12 years and English is the language of the service with some informal Welsh words and phrases used with the children.

The service does not provide the Welsh Active offer.

Summary

Theme	Rating
Well-being	Good
Care and Development	Good
Environment	Good
Leadership and Management	Good

1. Overall assessment

Children are happy, valued and experience positive interactions. They benefit from a variety of activities from which they can choose. They have a stimulating and well equipped environment in which to play and learn. They are cared for by staff who understand how to keep them safe and who promote daily outdoor play. Leaders have an appropriate oversight of the service. They are pro active in making changes and use feedback effectively to plan for improvements. There is a good relationship with parents and the school with whom they share resources.

2. Improvements

All documentation and records have been re organised and now everything is clear and very easy to find. The areas of learning are more defined and follow the ethos of the foundation phase. The behaviour policy has been amended to more accurately reflect how behaviour is managed. There is space on the register to sign adults in and out of the setting. Staff files contain medical declarations and detail allergies and next of kin details. A clear nappy policy has been devised and the school toileting / intimate care policy has been adapted to meet the needs of the service. Immunisation schedule details for the parents/carers to fill in have been added to on the registration documents.

3. Requirements and recommendations

None

1. Well-being

Good

Summary

Children are given plenty of choice and are listened to. They speak confidently and are happy and relaxed in their play. They interact positively with each other and with staff and they behave well. Children enjoy a good variety of activities, showing great enthusiasm and are keen and interested in what they are doing.

Our findings

Children felt safe and happy. They were made to feel valued and so they settled well and quickly once arriving, expressing their enjoyment, seeing staff and their friends. They were exceptionally familiar with the daily routine which provided them with ample opportunities to experience different environments both indoors and outside. Children were able to form positive emotional attachments with staff and each other. They played happily alongside one another and chatted with ease together during snack times. All children participated enthusiastically in what was on offer including making houses for hedgehogs.

Children interacted well and had great fun at the service. They clearly liked the staff and co-operated well following instructions. Children listened carefully and were starting to take responsibility. For example, when given tasks to tidy up each child happily did so working together as a team to ensure the toys and resources were safely tidied away. They took turns well sharing equipment such as balls.

Children were motivated and confident to play and learn. They enjoyed games and construction. Children were enthusiastic, and experienced free play with adults on hand to help with activities. Children engaged positively with activities and were eager to show us what they were doing and older children confidently told us how much they liked coming to play. Photographs evidenced the variety of experiences and the fun the children had whilst at the service.

Children were interested in and enjoyed the range of play experiences they had such as scooters. Children were provided with positive opportunities to develop their independence, learning and developing. Children were able to accomplish things for themselves. For example, they washed their hands independently. Children had frequent opportunities to learn and develop their independence. They persevered well and showed patience when waiting for their turn to speak at circle time.

2. Care and Development

Good

Summary

Staff have warm relationships with the children and know them well. Staff ensure children are kept safe and promote healthy lifestyles. Staff provide an interesting range of activities and meet children's individual needs well. They encourage positive interactions and are good role models.

Our findings

Staff had a good understanding of how to keep children safe. They understood the policies and procedures in relation to safeguarding and child protection. Staff had completed relevant training which enabled them to provide first aid treatment. Accident and incident records were completed appropriately. Staff ensured children were protected from cross infection, by encouraging children to wash their hands appropriately for example when they had finished playing outside. Staff kept the environment free from hazards and promoted the children's safety providing individual support as required. Staff promoted healthy lifestyles including physical activity outside and provided good opportunities for children to be active.

Staff positioned themselves well and were very calm and consistent with their approach to managing interactions and behaviour management and as a result, children were calm and behaved well. Staff kept the children happy and busy and sat alongside the children whilst they played, offering guidance and encouragement through lovely interaction and plenty of praise. Staff were familiar with the children in their care and positive bonds of affection were apparent as children approached them comfortably. They spoke to the children affectionately using Welsh with the children and a very relaxed atmosphere was apparent with lots of smiles and good humour.

Staff provided a good range of activities and visits from interesting people such as hedgehog rescue. These were well planned taking into account children's needs and interests. Resources and play opportunities were all suitable for the ages and stages of development of the children. Staff treated children as individuals and they gave them the opportunity to do as much or as little as they wished whilst still promoting independence. Staff also promoted independence by enabling children to move freely around the environment and by setting out resources thoughtfully.

3. Environment

Good

Summary

Leaders are committed to ensuring children are cared for in a safe and suitable environment. Children are provided with a welcoming, clean, and safe environment. Leaders provide a range of resources which promote children's play and learning and develop their curiosity. The layout encourages children's independence. Leaders ensure there are systems in place for regular maintenance of the premises and hazards are quickly identified and addressed.

Our findings

Leaders made good use of the space. They had effective checks in place to ensure the environment was safe and free from hazards before children arrived and during their time in the service. The environment was kept clean and areas were tidy. A record of visitors to the service was maintained and the doors locked to prevent unauthorised access.

There was plenty of space indoors and outdoors to move around and be active and areas of interest were thoughtfully set out. Toy boxes were easily within reach to children. Suitable toilets and hand washing facilities all promoted children's independence. There were well equipped and defined areas and children's craft work and photographs were on display, making the environment homely and providing a sense of belonging. The outdoor areas shared with the school such as the garden and hard surface area provided an effective learning and play environment for children with good opportunities to investigate and explore through play.

Leaders ensured resources and equipment were clean, in good repair and suited the children's ages and stages of development. The choice of resources encouraged children to follow their interests and develop different skills. For example, children were developing their balancing and pedalling techniques on toys outdoors and hand eye co-ordination playing games and building indoors. Resources were varied and leaders made sure children had a range of re cycled, household and natural resources which could be used in different activities. A new science area ensured children could learn through experimenting and finding out for themselves.

4. Leadership and Management

Good

Summary

Leaders understand their roles and what needs to be in place in order to manage the service effectively and fully meet standards and regulations. Leaders ensure completed paperwork is kept in good order and easy to find. Leaders support staff well and encourage them to attend courses relevant to the children's care. There are positive partnerships with parents and exceptional ones with the school and leaders ensure there are effective systems in place to monitor the service.

Our findings

Leaders understood their role in managing the service. They ensured the service's statement of purpose was accurate and provided parents with the information they needed in order to decide whether the service met their and their child's needs. Leaders ensured record keeping was kept up to date and easily available. The attendance of children and staff was recorded.

Leaders had completed an annual review and parents and older children were asked for feedback. Leaders took into account views of the younger children through observations and talking to the children about what they liked to do. Staff told us they were happy and changes made by leaders in re arranging areas and space and providing more equipment had improved the service and were of benefit to them and the children. Leaders are proactive in moving the service forward and take into account national and local priorities which will improve outcomes for the children.

Leaders followed safe and timely recruitment processes and all staff files and records and information were easily available. Leader's ensured staff were well supported and encouraged them to attend training.

Leaders had established positive partnerships with parents. Parents provided written information about their child before starting and leaders ensured these were shared with staff in relation to each child's needs and preferences. Leaders gave examples of how they had worked closely and effectively with parents and professionals to ensure children with individual needs received the care they needed. There is an exceptional working relationship with the school which has a positive impact on outcomes for the children and their families.

5. Improvements required and recommended following this inspection

5.1 Areas of non-compliance from previous inspections

None

5.2 Recommendations for improvement

None

6. How we undertook this inspection

This was a full unannounced inspection carried out as part of our schedule of inspections. One inspector visited the service on 18 October 2019. We received written confirmation from the person in charge the recommendations had been met we:

- inspected a sample of documentation and policies;
- observed practice to capture evidence of children's engagement and the care being provided by staff;
- spoke to the children, the registered person and person in charge and staff;
- looked at the areas used by children and resources on the day of our inspection; and
- gave feedback to the registered person and the person in charge of what we found and areas for improvement.

Further information about what we do can be found on our website:

www.careinspectorate.wales

7. About the service

Type of care provided	Children's Day Care Full Day Care
Responsible Individual	Susan Dick
Person in charge	Louisa Jones
Registered maximum number of places	20
Age range of children	2 -11 years
Opening hours	9am to 6pm
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	14 October 2017
Dates of this inspection visit(s)	18 October 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	Yes
Does this service provide the Welsh Language active offer?	No
Additional Information:	

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