



## Inspection Report

**Busy Beehive**

**St Aidans Church in Wales Va School  
Wiston  
Haverfordwest  
SA62 4PS**



**Date Inspection Completed**

22/03/2023

**Welsh Government © Crown copyright 2023.**

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)*  
*You must reproduce our material accurately and not use it in a misleading context.*

## About Busy Beehive

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Busy Beehive
Registered places	16
Language of the service	English
Previous Care Inspectorate Wales inspection	17 September 2018
Is this a Flying Start service?	No
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><a href="#">Well-being</a></u>	<b>Good</b>
<u><a href="#">Care and Development</a></u>	<b>Adequate</b>
<u><a href="#">Environment</a></u>	<b>Adequate</b>
<u><a href="#">Leadership and Management</a></u>	<b>Adequate</b>

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

### **Summary**

Children have a good sense of belonging and they enjoy their time at this setting. Children can be confident that they are listened to and their needs are met. They have opportunities to develop a range of skills and they have good opportunities to practise their independence.

Staff follow suitable procedures to keep children safe and healthy. They support children appropriately to develop their individual skills and they establish positive relationships with the children. They plan a range of interesting activities for the children, although they are not always fully planned to engage all children.

Overall, the environment is suitable to meet children's needs. They have regular access to a large outdoor play area, and they have access to a range of appropriate resources, indoors and outdoors. There are appropriate systems in place to complete safety checks on the environment and action is taken to reduce risks to children.

Overall, leadership and management are adequate. There is a suitable system to review the quality of care provided and make improvements. Staff feel well-supported and there are good partnerships with the school where the setting is based. However, we identified two areas for improvement.

## Well-being

Good

Children have good opportunities to make their voices heard. They make choices within play activities regularly and they help themselves to drinks of milk or water. They confidently ask for help when they need it. Their non-verbal communication is also acted upon. For example, a child looked nervous at the top of a slide and a member of staff asked them if they wanted to come off.

Children have a sense of belonging, form positive relationships, and are familiar with routines. They have good opportunities to familiarise themselves with the setting as settling-in visits are tailored to their needs. They show attachment to the staff, asking to sit with them at lunchtime and chatting with them in a relaxed manner. Children follow the routine well at snack time and when going out to play, with little prompting.

Children enjoy a good range of interesting opportunities indoors and outdoors. They are active and express enthusiasm and enjoyment, most of the time. Children enjoy outdoor play enormously, including energetic play, group role play and quieter exploring of nature. During our visit, children were interested in looking for tadpoles and they had great fun in role play, telling the staff by 'phone' to join them for a party in the playhouse. They also engage well in singing activities. A minority of children are restless and not appropriately engaged during adult-led activities.

Overall, children co-operate well. They have very good manners during snack time, which is a calm and relaxed time providing children with good opportunities to practise their social skills. They are learning to share, with individual adult support as needed.

Children have good opportunities to develop their independence skills enabling them to do things for themselves successfully. There is a big improvement in this area since the previous Care Inspectorate Wales (CIW) inspection. Children are confident to have a go at putting on and taking off their wellies, shoes, and waterproofs, asking for help if needed. They pour their own water and milk from small jugs and carry their drinks and snacks the short distance to their tables, successfully. Children have good opportunities to develop a range of skills through their play and the daily routine. For example, they practise physical skills in the outdoors, climbing, swinging, and pedalling, and they practise their communication skills when talking about their home lives and what they see in the outdoors.

## Care and Development

**Adequate**

Staff follow appropriate procedures to keep children safe. They have a good understanding of their responsibilities in relation to child protection and they attend regular training in safeguarding, paediatric first aid and food hygiene. They follow good hygiene procedures in relation to hand washing, nappy changing and keeping surfaces clean. Staff generally supervise children well, although at the time of our visit, a member of staff was going back and forth to welcome children from the front door of the building, away from the childcare area. This meant that staff to child ratios were not always maintained, and they could not ensure adequate supervision of children. This was addressed immediately after our visit. Staff promote a healthy lifestyle by taking children outdoors to play daily and ensuring they have access to healthy food and drinks. They also talk to children about where their food comes from and have used potatoes grown by a parent for cooking activities.

Overall, staff interactions with children are positive, demonstrating warmth and kindness. Staff support children positively to behave appropriately with gentle reminders, such as reminding them to use an 'indoor voice' and encouraging them to take turns and be kind to each other. Staff praise children regularly. At times, staff show exasperation when children are not following instructions and are not engaged in activities. They identify when children need additional support and they work with parents and other agencies to develop this support, with positive outcomes for children.

Staff support children's development appropriately in their chosen play activities. They encourage children to have a go at doing things for themselves, supporting the development of their independence. For example, a staff member supported a child to climb by telling them to put a foot here and a hand there, giving positive encouragement. Staff observe children regularly and they have an appropriate understanding of their stage of development. Staff have attended training for the Curriculum for Wales, and they are developing their systems for planning for children's next steps in learning and development. They are reflective about what works for them as a setting in terms of activity planning. Staff plan a broad range of interesting activities for children; however, some activities are not planned well enough to engage all children. For example, children were not all engaged during a story session, as well as during an activity looking for bugs. In the outdoor activity, not all children could see what their focus was being drawn to, due to the number of children looking at a small area and staff did not make alternative activities or play opportunities available to them. Staff are motivated to improve their use of Welsh in the setting. They have sought support and training to help them develop this and during our visit, they used some Welsh words and phrases, such as 'amser snac' (snack time) and 'os gwelwch yn dda' (please).

**Environment****Adequate**

The people who run the setting have suitable arrangements in place to ensure the environment is safe, secure and well-maintained. The setting is based at a school and the responsible individual confirmed that the caretaker completes regular safety checks, including arranging checks on the heating system and fire detection equipment. There is a secure system to ensure only authorised people enter the setting. There are written risk assessments in place but not all relevant risks are identified in these. The people who run the setting and staff were aware of the risks and had taken some measures to reduce them in practice, although they had not been fully addressed. For example, they told us that the splintered bench in the play area was due to be disposed of, however it was accessible in the play area.

The environment is suitable for children's needs. They can easily access the toilets, independently and they have enough space to move around freely in the indoors. The outdoor area is spacious and allows children to explore freely, run and use wheeled toys. Children access this area at certain times of the day, as a group. A new area has been developed for the children, in an elevated playing field, where they can be escorted safely as a group for activities. This includes a new 'outdoor classroom' structure, large play equipment and a developing 'wildlife area'. The people who run the setting and staff are motivated to develop this area further to provide more learning and play opportunities for a range of ages, including older children who might attend in the school holidays.

There are a range of resources available to suit different interests and promote a range of skills, but these are not always monitored to ensure they are in good working order. A child showed frustration at not being able to use a bike that another child was using. When the staff suggested they use a scooter instead, the child pointed out that they did not work. The wheels were not turning on these and they were not suitable for use. Although the indoor environment has sufficient resources for children, such as books, dolls and drawing equipment, these are not always set out in a way to inspire children and encourage them to develop their independent play.

## Leadership and Management

Adequate

The people who run the setting ensure they provide suitable information to parents about the care provided. There is an appropriate statement of purpose in place and a range of relevant policies which contain clear information and are centred on the needs of the child. For example, the complaints policy is detailed and includes a children's complaints policy. The child protection policy contains most of the relevant information, but it does not specify the arrangements if there should be an allegation about the responsible individual.

The management of staff is not fully appropriate. The responsible individual maintains regular contact with the staff in the setting. She visits regularly and also completes observations and gives feedback to the staff, although there are no records of this. A trustee of the registered organisation also provides regular support to the staff and assists with financial matters. Staff feel well supported. However, the people who run the setting have not established a system of formal appraisal and supervision which meets regulations. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. There is a low staff turnover at the setting and there is a consistent staff team. However, the recruitment process is not robust and not all the relevant information in relation to suitability checks is available. While no immediate action is required, this is an area for improvement, and we expect the provider to take action. Also, there are no records of the induction that takes place for new staff, although we received confirmation that this does take place.

Record keeping at the setting is developing. There has been an improvement in record keeping in relation to attendance since the last inspection. Overall, appropriate records are kept in relation to accidents and incidents, but it is not always clear when parents have been informed about these.

There are suitable arrangements in place to review the quality of care provided, on an annual basis, and the people who run the setting make improvements. They have addressed most of the recommendations made during the last Care Inspectorate Wales (CIW) inspection and they have plans in place for further improvement of the outdoor area.

The people who run the setting have established good partnerships between staff at the school in the same building and the staff working at the setting. For example, the school staff share their planning methods with the setting staff and welcome them and the children to join events. There are good partnerships with parents. Staff communicate with parents on a regular basis, via an app and verbally. Parents have also been involved with the development of the outdoor area, providing resources, and offering their time to help with this.

### Summary of Non-Compliance

Status	What each means
<b>New</b>	This non-compliance was identified at this inspection.
<b>Reviewed</b>	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.
<b>Not Achieved</b>	Compliance was tested at this inspection and was not achieved.
<b>Achieved</b>	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
------------	---------	--------

29	Ensure staff receive annual appraisal and regular supervision.	New
28	Ensure all relevant suitability checks are completed on all staff and there is full and satisfactory information or documentation available in relation to these.	New

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 7 - Opportunities for play and learning	Further develop planning for the next steps of children's play, learning and development.
Standard 20 - Child protection	Update the child protection policy.
Standard 22 - Environment	Monitor and develop the environment to improve opportunities for children to develop their play independently, ensuring all resources are in good working order.
Standard 24 - Safety	Expand the risk assessments for the service.
Standard 24 - Safety	Keep clearer records when incidents and accidents have been discussed with parents.

Ratings	What the ratings mean
<b>Excellent</b>	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.
<b>Good</b>	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.
<b>Adequate</b>	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.
<b>Poor</b>	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.

**Date Published 31/05/2023**

