



Inspection Report

Busy Bodies Playgroup

**Babington Educational Trust
Babington Centre Old School
Monmouth
NP25 4PA**



Date Inspection Completed

31/01/2023

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About Busy Bodies Playgroup

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Busy Bodies playgroup LTD
Registered places	24
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] Re-registration visit 15 May 2020
Is this a Flying Start service?	Manual Insert] 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>Well-being</u>	Adequate
<u>Care and Development</u>	Adequate
<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 sufficient opportunities to make choices. They are settled and interact well, co-operate, and play happily together. Children enjoy free play and engage confidently in their learning experiences.

Staff engage in children's interests and respond to their needs. They encourage a self-directed learning environment with some planned activities to promote children's developmental skills. Overall, staff have a good understanding of how to keep children safe and healthy.

The setting operates as a pack-away setting based in the local community hub. The premises are welcoming and there is ample space for children to play and learn. However, children's independence for handwashing needs to be reviewed. Most of the indoor activities and toys are made of natural resources and are in good condition. Some of the outdoor play equipment is not stored away overnight and therefore equipment such as wheel on toys looked weathered and worn.

Leadership and management of the setting is effective and records and policies are organised and maintained to a good standard. Quality assurance processes take into account children, parents' and staff views and leaders plan for improvement to move the setting forward. Parents are appreciative of the setting and receive regular updates on changes and events at the setting.

Children have sufficient opportunities to make choices and decisions about their play. They can explore their environment freely and are confident to move about and play as they wish. For example, some children chose to play in the cosy area and some children chose to take part in a sensory activity. Children enjoy choosing where they want to sit at the table and what resources they want to use as part of the activity. However, we noted that children are not always reminded of safety issues such as tidying up toys not being used. For example, during our first visit we saw children tipping out toys from the storage boxes on to the carpeted area and these rolled across the floor and posed a tripping hazard. This can impact on the well-being of the children.

Overall, children are settled in the setting. They arrive happy and are ready to start the day. Children who are a little unsettled receive good support and attention from staff. Most children interact well as is appropriate for their ages and stages of development. They are learning to play together with help from staff if there is a disagreement. Children respond well to staff who explain to them positively and clearly. Children are confident talking to each other, to staff and with us. For example, at lunch time an older child asked a member of staff. *“Can you sit by me today?”* The staff happily agreed replying *“Yes of course I can let me bring my lunch and a chair next to yours”*.

Overall, most children are engaged in their play and learning and enjoy a sufficient range of activities and opportunities. However, some areas in the playroom need to be managed better. For example, we saw that children who were playing in the messy play area with flour were then walking through the playroom with flour footprints across the wooden floor. This posed a hazard as the floor became slippery. We also noted that children do not use protective clothing indoors such as aprons and therefore when painting, their own clothes were marked. In discussion with managers, we were told that children’s play could be interrupted because of having to put aprons on and off between activities.

The range of play opportunities available promotes children’s learning and engages their interests. However, this is sometimes limited by a lack of replenishing resources such as having enough paper in the painting area. We observed a child who had moved from the messy play, wanting to do painting but could not see where the paper was stored and therefore the child poured the paint onto the table and started to paint the perspex of the easel instead, although a member of staff saw this and quickly supplied the paper the child had to be taken off to clean up.

Care and Development

Adequate

Staff show a good understanding of how to keep children safe. They have appropriate training and staff implement the required policies and procedures consistently to promote children's health. Staff follow appropriate hygiene procedures in relation to preparing and serving food. They understand they have a responsibility to protect children and confidently explained what they would do if a safeguarding situation arose. Staff have sound knowledge of ensuring that they provide children with healthy snacks each day and they have suitable processes in place for dealing with allergies and specific dietary requirements. However, we observed children during lunch time and noted that a lot of children's lunch boxes do not always contain healthy items of food. Staff follow the relevant procedures in relation to accidents and incidents and they maintain the appropriate records. They implement necessary measures to ensure correct ratios are always met. Fire drills are practised regularly with the children, so they know how to respond in case of an emergency.

Staff are responsive and interact positively with the children demonstrating warmth and kindness. They listen and respect children's choices and provide praise and reassurance when needed; for example, *"good counting"* and *"well done"*. Staff know children well and are good role models as they encourage good manners and prompt the children to say *"please"* and *"thank you."* They use positive behaviour management techniques such as distraction or explanation and give comfort to children who are upset. Staff encourage children to take turns and share; they give praise when they see it and they offer alternative suggestions when there is a disagreement. For example, *"Why don't you have a turn of this while you are waiting for your friend to finish."* However, staff sometimes do not actively encourage children to stop and tidy up the toys left on the floor or when children have stopped playing. Consequently, this can impact on children's safety as well as children not being respectful of the activities and resources on offer. This also means children do not always have sufficient time to develop these skills.

Staff support children in their chosen play activities. We saw staff reading stories to children both to individuals and as a small group. Staff play alongside children to support and guide their developing ideas. Generally, staff plan activities around a theme, and we were told that in December when it had snowed the children showed interest in making footprints in the snow. This was explored further into using the messy play trough with flour and adding toy cars trucks and other small world toys. The children enjoyed making tracks and trails from the items in the tray. Staff explained they are transitioning into a new curriculum to help support this and they track children's development using a developmental record. Staff use some incidental Welsh and sing Welsh songs to help children become familiar with the Welsh language. On our arrival the children playing in the outside area greeted us with shouts of *"Shwmae"*.

Environment

Adequate

The managers ensure that the environment is suitably clean, safe and secure for the children. For example, the external doors are locked, and safety gates are in place in the play area and hallway and outdoor play spaces are securely fenced. The managers ensure systems are in place to keep the children safe. For example, they carry out regular maintenance checks and have sufficient risk assessments for all areas of the premises. Daily safety checks are in place and generally completed by staff. However, we noted that the heating system is not fully working in all areas of the premises. For example, we noted the corridor between the playroom and the toilet was very cold. Staff told us that a mobile hand washing station was provided in the playroom so that children did not need to go out into the corridor unless they need to use the toilet. However, on observing children washing hands after messy play or painting we heard a child telling a member of staff the water was too cold. Although the member of staff proceeded to fill the reservoir with warm water. This took some time and children had to wait to clean their hands. On discussions with managers regarding the cold temperature in the corridor we were told that issue had been reported to the site owners, but they would follow this up again with a reminder. Following the inspection visit, an annual safety certificate was provided to CIW and the provider confirmed that the faulty heating was also reported. The staff carry out fire drills regularly and record them appropriately in line with regulations.

Overall, the environment is welcoming and friendly. The management team display children's artwork on pack away boards as the setting is used by other groups outside of the setting's operational hours. This encourages children to have a sense of belonging and creates a warm and colourful feel. The setting ensure that children benefit from low-level furniture that enables them to access resources and toys independently. They provide suitable facilities to meet children's needs appropriately, and staff ensure children's privacy and dignity when changing them. The outdoor area is safely secured, and it provides suitable space for the children to play and explore. However, we noted that large play equipment and wheeled toys were not suitably maintained. Most of the equipment looked tired, weathered, and muddy. On observing children playing on the first day of our visit we noted that some children looked interested in wanting to play on the ride on toys but refrained from doing so.

The managers and staff provide resources that are appropriate for the different ages and stages of development. The resources and equipment available to the children are of suitable quality, most of the equipment, toys and resources indoors are natural sourced. This helps to support children to extend their imaginative play. The layout of the room indoors, enables children to choose resources independently. People who run the setting ensure that separate areas within the playroom allow children to choose whether they want quiet time, the opportunity to participate in craft work or to engage in play, for example, in the quiet area we saw a child lying in the tent looking at a book for a sustained period. Each area provides sufficient space for children to move around and play.

Leadership and Management

Adequate

Overall, leadership is adequate and people who run the setting are proactive when changes are necessary. They have a statement of purpose in place, which accurately reflects the way they run the setting. The managers who run the setting have an extensive range of policies and procedures that they review regularly and implement within the setting. They record accidents and incidents promptly and share the information with parents and carers. Record keeping such as registers accurately reflect the numbers of children, staff and any visitors on site at each session.

Both managers who run the setting have an annual self-evaluation process in place. This was made available on the first day of inspection. The setting seek the suggestions and comments of parents and carers as well as children and include them in their review. The managers and staff team all are committed to improving the setting that they provide and work well together to support each other as a team.

The provider/manager follow a safe recruitment process to safeguard children and have satisfactory systems in place to update suitability checks as required. They ensure new staff have induction training and keep all staff up to date with mandatory training such as paediatric first aid and food hygiene when needed. Although the management team have an appropriate system in place for supervision this needs improving to include more information about individual staff's practice skills and area of strengths and any improvement they require. Staff appraisals are carried out to support staff in their roles. Staff we spoke to said they enjoy working at the setting and feel well supported. They told us they were very happy in their roles and are encouraged to take on additional training should they desire.

Partnerships with parents are good. The setting share information with families verbally and through texting and via regular newsletters, depending on parents' preference. Parents and carers told us they feel welcome at the setting and appreciate the exchange of information they receive from staff. They are confident to approach care staff if they have any concerns and are happy with the care that is provided. Staff also develop partnership working with relevant local authority advisors to support their service development.

Recommendations to meet with the National Minimum Standards

- R1.** Enable children to be able to assess hazards and better understand safety at their level of understanding, so that toys and activities and resources do not over clutter the floor and become a hazard.
- R2.** Ensure that the outdoor play equipment and resources are stored appropriately and presented in a way that toys activities and resources are more inviting.
- R3.** Enable children to be able to freely use all facilities including to access warm water for handwashing.
- R4.** Ensure that all faults on the premises are reported to the relevant people in a timely manner so that issues such as not having sufficient heating in the corridor are quickly addressed.
- R5.** Broaden the supervision records to include more about practice issues.

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
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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.

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