



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**Busy Bees Playgroup  
Flying Start Centre  
Gwynedd Primary School  
Prince of Wales Ave  
Flint  
CH6 5DL**

**Date of inspection: February 2022**

**by**

**Care Inspectorate Wales (CIW)**

**and**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

## About Busy Bees Playgroup

Name of setting	Busy Bees Playgroup
Category of care provided	Sessional Day Care
Registered person(s)	Kim Blackwell and Janet Smith
Responsible individual (if applicable)	Not applicable
Person in charge	Kim Blackwell
Number of places	19
Age range of children	Two to three-year-olds
Number of children funded for up to two terms	2
Number of children funded for up to five terms	0
Opening days / times	Monday to Friday 9:20 to 11:25, term time only
Flying Start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This is a service that does not provide an 'Active Offer' of the Welsh language. It does not anticipate, identify or meet the Welsh language needs of children who use, or intend to use their service. We recommend that the service provider considers the Welsh Government's 'More Than Just Words' follow on strategic guidance for Welsh language in social care.
Date of previous CIW inspection	17/01/2019

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February 2022

Date of previous Estyn inspection	24/11/2011
Dates of this inspection visit(s)	01/02/2022
All children have English as a first language and no children speak Welsh at home.	

## **Non-compliance**

We found that the setting did not meet a legal requirements and we have issued formal notices to ensure these matters are addressed immediately.

### **The service is non-compliant with Regulation 20 (4) (a)**

The registered persons did not hold a current enhanced criminal record certificate.

### **The service is non-compliant with Regulation 22 (1) (a)**

The registered person and practitioners failed to implement the written policy on safeguarding.

## **Recommendations**

- R1 Provide opportunities for children to explore, try things out and develop their problem solving skills effectively
- R2 Ensure that the outdoor environment is developed further so that it gives children increased free choice and access to opportunities that facilitate a wide range of learning and play experiences
- R3 Ensure that appraisal processes identify effective targets for the professional development of all practitioners
- R4 Ensure that any non compliance is addressed

### **What happens next**

Not in follow-up

## Main findings

### Wellbeing:

Nearly all children make appropriate choices and decisions about their play. They move freely around the areas, choosing where and what to play confidently, for example moving to an area to play with the dinosaurs. Nearly all children express themselves well and communicate appropriately with practitioners and other adults around them, for example when asking for resources that are not freely available. Children know that practitioners will listen to their views and respect their attempts at communication, for example when they show an interest in the colours they are using and start a conversation about it with a practitioner.

Nearly all children settle quickly on arrival. They cope well with separating from their parents and enjoy attending the setting. Children are very familiar with the routines of the setting. For example, they happily stop their play and come together for putting their coats on to go outside. Nearly all children feel safe and valued in the care of practitioners with whom they have formed positive relationships. For example, they share experiences from outside of the setting with practitioners, telling them about what they enjoy doing at home. Nearly all children play together happily, beginning to form friendships with each other, for example playing in the water tray together and having fun pretending the fish could speak to each other.

Nearly all children interact positively and behave well. Children enjoy joining in with group activities such as singing songs and listening to stories. A few are beginning to understand the needs of others, co-operate well in their play and share resources appropriately. For example, they play with ride on toys outside and are aware of others playing in the same space. Nearly all children use resources appropriately and help to tidy up effectively, putting items away when they have finished.

Nearly all children explore their environment enthusiastically. They engage well in activities and express their enjoyment. For example, they smile and laugh together as they play with small figures and blocks. Children have access to appropriate opportunities during their free play. For example, they enjoy going outside and using the equipment available, such as when they play with the magnetic shapes and sand. Nearly all children sustain concentration for periods that are appropriate to their age and stage of development, for example focusing on a puzzle until it is complete.

Most children are confident and develop their independence skills effectively. For example, they access resources they want to play with and attempt to put their coats on to go outside. Children are successfully learning to do things for themselves, for example accessing the sink and washing their hands after a painting activity.

### **Learning (only applies to three or four year old children who do not receive education in a maintained setting):**

There is no report on children's learning. This is because the number of three or four-year-old children present at the time of the inspection that do not receive funded education elsewhere was too few to report on without identifying individual children.

### **Care and development:**

The practitioners' knowledge of safeguarding does not demonstrate an appropriate understanding of the correct procedures to follow in the case of a potential safeguarding issue or incident and this gives cause for concern. Practitioners implement suitable procedures to keep children safe at the setting. For example, they conduct fire drills regularly, which helps children and staff to become familiar with the procedure to follow if they have to evacuate the premises. Practitioners have suitable arrangements to keep children healthy. They offer healthy snacks and milk or water to drink, and encourage children to wash their hands. They clean surfaces before and after use to ensure that they follow infection control procedures.

Practitioners communicate with children in a warm, friendly manner and interact well with them during their play activities. They are positive role models for children. For example, when playing alongside children, practitioners model and explain the importance of sharing. Practitioners interact well with children and provide meaningful opportunities for them to develop their social and communication skills. For example, practitioners sit and chat with children during snack time and when appropriate they become actively involved in children's free play. Practitioners share a positive approach to managing children's behaviour. For example, activities are kept short so that children remain engaged and focused. Practitioners are sensitive to the needs of children and intervene well to prevent any disruption. They give plenty of encouragement and ensure that praise is used effectively when children are kind, share resources and take turns, giving them a sense of pride in their achievements.

Practitioners are caring towards the children and help them to feel valued. They meet children's individual needs effectively, including those identified as having additional learning needs. Practitioners work closely and effectively with outside agencies to offer support to help children develop and learn. They track children's progress appropriately and use information from observations effectively to help children develop their learning. Practitioners provide appropriate resources and free choice activities. For example, children decide if they want to play inside or outdoors. They facilitate routines and activities well, for example counting the children and how many slices they cut a banana into at snack time, to encourage and develop children's mathematical skills. Practitioners use incidental Welsh effectively during planned and children's free choice activities. For example, they use lots of Welsh songs and language during registration.

### **Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting):**

Practitioners plan a range of engaging learning experiences that meet the needs of children effectively. This includes providing a well-resourced role-play area, which supports children's learning and development successfully. For example, children develop their communication and personal and social skills well as they pretend to be a doctor or make tea for a friend. Nearly all practitioners make beneficial use of stories to support children's language and literacy skills. They build on children's interest and knowledge of books well by reading favourite stories throughout the session. This encourages many children to access the reading area and look at books independently. Practitioners engage children in singing and rhyming activities

that support learning across the curriculum. For example, children develop their numeracy and Welsh language skills successfully as they sing Welsh number songs.

The setting provides useful opportunities for children to develop their physical skills including developing their grip using scissors, spoons and brushes. There are worthwhile opportunities for children to develop large-scale physical skills in both the indoor and outdoor areas. For example, children develop their strength, balance and co-ordination successfully as they jump on a small trampoline with enthusiasm. Practitioners value children's creativity and celebrate this by displaying their unique artwork around the setting. A creative area provides appropriate opportunities for children to explore and try things out. However, overall, provision to promote children's exploration, experimentation and problem-solving skills is limited.

A range of learning experiences promote children's moral, spiritual and cultural development well. For example, practitioners foster a sense of awe and wonder in children successfully when they encourage them to plant seeds and observe shoots and roots as they grow. Practitioners provide effective opportunities for children to learn about and care for living creatures. For example, they support children to provide water for a frog they find in the outdoor area.

Nearly all practitioners have an effective understanding of child development and practice that supports children at this stage of their learning. They explain things clearly, model activities well and combine planned learning with children's free play successfully. Practitioners have developed the indoor environment to support children's independence very well. For example, they store play dough and tools on open shelving to enable children to access them independently, without prompts or support from practitioners. Practitioners offer a good balance between adult led activities and children's free choice. This enables children to follow their own interests and lead their own play successfully.

The setting has effective assessment procedures. Practitioners know children well and identify their strengths and areas for improvement successfully. They record useful observations that show children's progress over time and use this information well to identify next steps in their learning. Practitioners keep parents well informed about the activities children are doing and the progress they are making through regular informal updates.

### **Environment:**

Leaders ensure that children are cared for in a safe and secure environment. Leaders have effective systems, including written risk assessments and daily room checks, to ensure that potential hazards are reduced or eliminated. There is a suitable system to manage access to the setting and visitors are recorded consistently. The setting is well maintained and clean, with effective routines to help prevent cross contamination, for example extra cleaning and sanitising of the setting of resources and equipment.

Leaders provide children with an attractive, well-decorated environment that takes into account the interests of the children. There are opportunities for children to be active and independent, for example bouncing on the trampoline available indoors. The premises are welcoming and friendly, providing suitable space and

facilities to meet the needs of children. The environment is decorated with displays, which celebrate the children's current art and craft work. This gives children a sense of belonging and helps them feel proud of what they have achieved. The setting provides direct outside access and practitioners generally utilise it appropriately, giving children the choice to play outdoors so they can be active and get fresh air. However, the outdoor environment does not provide children with a suitable amount of opportunities that support them to develop wider skills such as learning about the world around them and taking measured risks.

The indoor environment provides children with access to resources that are of a good quality and suitable for their needs and stage of development. For example, the home corner is equipped with a range of items made from different materials, including wood and plastic, with some real empty food and drinks packets. Leaders provide a suitable range of resources that help children to develop a range of skills. For example, they provide different materials for them to manipulate and items they can use to make different sounds. Leaders store toys and resources safely and they label drawers clearly. This enables children to choose independently and return items when they have finished with them, and helps to keep resources in good condition. Leaders provide children with some suitable resources in the outdoor environment. However, these are limited and do not give children many opportunities to have free choice.

### **Leadership and management:**

Leaders share a clear vision for the setting to provide a happy environment for children, which allows them to reach their full potential. The two leaders make up the staff team and, overall, they work together effectively to lead the setting and support the care and development of children. They meet regularly and communicate well, resulting in the smooth running of the setting. There is an up-to-date statement of purpose that ensures parents can make an informed choice about using the setting. Leaders generally have an effective range of policies and share these suitably with parents. However, leaders are not familiar enough with a few important policies, such as those for child protection and safeguarding. Therefore, the setting does not comply with all relevant regulations and national minimum standards.

Overall, arrangements for identifying strengths and areas for improvement are successful and leaders are committed to improving quality. The setting makes beneficial use of information from a range of sources to inform the self-evaluation process such as first-hand observations and advice from the local authority. Leaders know what the setting does well, and the areas identified for improvement. For example, they explain how changes to the mark making area have increased children's interest in mark making. However, the pace of improvement in a few important areas, such as the outdoor learning environment, is too slow.

Nearly all leaders take advantage of opportunities for continued professional development and strive to improve their performance. This has a positive impact, such as improving practitioners' confidence in supporting children's Welsh language skills through stories and songs. Leaders communicate appropriately with each other to improve their practice. However, systems for appraisal are not robust enough. For example, most targets focus on attending training and do not provide practitioners with clear priority areas for their professional development.



Overall, the setting makes good use of practitioners and resources to support children's wellbeing, play and learning effectively. Leaders make sure that the setting meets the required numbers of suitably qualified practitioners. Resources indoors are plentiful and of good quality.

The setting has a worthwhile range of partnerships that improve the quality of provision and outcomes for children. Practitioners keep parents and carers informed about what their children are learning and how well they are progressing through social media and informal updates. There is an effective partnership with the school that supports children's learning well and helps prepare them to move on to the next stage of their education. For example, children visit the school and get to know their teacher before moving to the nursery class.

## Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) ([www.estyn.gov.wales](http://www.estyn.gov.wales))

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