

Inspection Report

2023-2024

BEEHIVE KINDERGARTEN

Child Day Care Centre

10 January 2024

**Under the Regulation of Care Act 2013 and
Regulation of Care (Care Services) Regulations 2013**



DHSC

We carried out this inspection under Part 4 of the Regulation of Care Act 2013 (the Act) as part of our regulatory functions. We checked whether the provider was meeting the legal requirements, regulations and standards associated with the Act. We looked at the overall quality of the service.

We carried out this unannounced inspection on 10 January 2024. The inspection was led by two inspectors from the Registration and Inspection team.

Service and service type

Beehive Kindergarten is a child day care centre. This means they provide day care for one or more children under the age of eight for more than two hours in the same day and is not a private dwelling

People's experience of using this service and what we found

To get to the heart of people's experiences of care and treatment, we always ask the following five questions:

- Is it safe?
- Is it effective?
- Is it caring?
- Is it responsive to people's needs?
- Is it well-led?

These questions form the framework for the areas we look at during the inspection.

Our key findings

There were three registered managers at the setting. Two of which appeared to take a more dominant role, with the third stepping in for sickness and annual leave. This needed to be reviewed as all 'registered managers' have accountability for the setting. This will ensure that all three are aware of up to date information and processes.

The children were happy and there were a lot of varied activities taken place, included outings and playing in the attached outside play area.

The staff were friendly and engaging with the inspection team. They answered questions and were genuinely positive and wanted to ensure they were doing the best for the children.

Further action and understanding of managing children's behaviour at set times for example; mealtimes is needed. This will ensure positive methods of managing any negative behaviour is promoted throughout the Kindergarten.

Parental feedback comments

'I like the hot meals provided. There are some great members of staff who I think genuinely care and have made good relationships with my children. They are able to go on some nice outings (although I only hear about these via my child and rarely see pictures or anything about them)'

'I don't feel we get much information at all. When in baby wing there was a bit more communication and a little comment as they were picked up. The observations are few and far between which I thought would improve during the preschool year but so far that hasn't

happened. A lot are just photos with no comment or group observations with no comment about progress. This was slightly better when his sister was in preschool'

'Very happy with the care - the staff are very friendly and lots of outdoor playing'

'I would have liked to have seen more updates/pictures via the family app - especially at a younger age'

'I think the staff get to know the children well. They worked with me when getting rid of the dummy and also potty training'

'There are some updates on the Family app that they use but otherwise I feel like I am not really too sure about her development or if she is where she should be'

'I am happy as my child is happy there and happy to go which is the most important thing to me'.

'I also have had issues with potty training and found them very unhelpful with that

'It is great that they offer food and my daughter is a great fan, but I have raised concerns before about how healthy and nutritious these meals are'.

'They seem to really care about the children and the outside space there is great'

'They have a lot of staff which are very experienced and this is a plus for them'

About the service

The registered person must not look after more than 74 (seventy four) children in total and of those 74 (seventy four) children, no more than 62 (sixty two) are to be aged 2 (two) years or above and no more than 12 (twelve) are to be between the ages of 1 (one) and 2 (two) years.

The Beehive Kindergarten is one of three child care settings owned by the same company. It is situated in Onchan adjacent to one of its other provisions. The kindergarten rooms are all on the ground floor level of the property. It has toilets/ wash hand basins located in several areas adjacent to the playrooms. There were five activity rooms for children aged 2 years and above and one playroom and dining area for the children aged between one and two years. There was also a 'stand-alone' summer house in the garden that had a play room and toilet.

There was a large kitchen that was used to cook and provide hot meals for the children. There was off road parking to the front of the property and a large outdoor garden/ play space to the rear.

Registered manager status

The service has three registered managers. This means that they and the provider are legally responsible for how the service is run and for the quality and safety of the care provided.

Notice of Inspection

This inspection was part of our annual inspection programme which took place between April 2023 and March 2024.

Inspection activity started on 23 October 2023. An unannounced inspection was undertaken on 10 January 2024.

What we did before the inspection

We reviewed information we received about the service since the last inspection. We used the information the provider sent us in the provider information return (PIR), notifications, complaints/compliments and any safeguarding issues.

During the inspection

We used an observational framework for inspection; this is a way of observing care to help us understand the experience of people/children.

SECTION C Inspection Findings

C1 Is the service safe?

Our findings:

Safe – this means we looked for evidence that children were protected from abuse and avoidable harm. The service does require improvements in this area.

This service was found not always to be safe.

Staffing ratios and recruitment

We checked the records of three new staff appointed since the last inspection. There were some pre-employment checks that had not been completed and some dates showed that the outcome of the check was received post the start dates of the individual. All checks must be completed prior to the start of a new staff member to ensure their suitability.

We discussed the process for recruiting new staff. Candidates are interviewed by the admin team and one or two of the managers.

Records showed that the 'induction' for new staff had commenced prior to the outcome of all the pre-employment checks.

Attendance records showed that staff/child ratios were being maintained. The staffing ratio for children under the age of two years old is one staff to every three children. Children aged 2 years and over this requires one staff to every eight children. The children's attendance records included the child's first and last name and the times of arrival and departure. Staff attendance was also recorded.

Improvements lessons learned

We discussed the process of managing any complaints and how (if any) lessons can be learned. The managers explained that they would discuss any concerns with the team and manage any appropriate action required.

Further discussion is needed between the managers and the staff to ensure that everyone works to the same methods and that a consistent approach is embraced when managing children's behaviour to ensure the best outcomes.

Action we require the provider to take

Key areas for improvement:

- All pre-employment checks must be completed prior to staff commencing employment.
This improvement is required in line with Regulation 6 of the Care Services Regulations 2013 – Safeguarding

Our findings

Effective – this means we looked for evidence that children’s care, learning and development are supported and achieving good outcomes. The service does require improvements in this area.

This service was found not always to be effective.

Supporting and developing children’s care and development needs

We observed the children at lunchtime and watched how the staff managed children’s behaviour. Children in the toddler room sat around a low level table on chairs with no straps, except for two, who sat on low level chairs with a sliding tray attached. All children sat and were eating their lunch with direct supervision from the staff. We spoke to the team in the toddler room and they informed us that they manage the children’s behaviour effectively at lunchtime with no problems.

There was a group of eight children in the summer house (‘Bees Bothy’), with a member of staff at lunchtime. We observed the staff member asking all the children to sit at the table with their feet on the floor (not kneeling) and to place their hands by their side. She then ensured all were sitting comfortably and close to the table prior to serving the lunch.

In the ‘honey comb’ room again there were eight children with one staff. Children all sat comfortably at the table and their lunch served by the staff. The food trolley was situated at the bottom end of the room near the windows which meant it would have had to be wheeled passed the children whilst they were waiting for lunch.

The bigger group of children (sixteen) were sat in the ‘craft room’ for lunch. The staff had prepared the children for lunch including washing hands prior to their meal. Children sat on low level chairs (some of which had straps on them) and they sat around three different tables. We observed three children sit at the chairs and fasten the straps around themselves. All the children were waiting thirty minutes for their lunch to arrive, we were informed that lunch was unusually late that day.

We questioned why there were straps on some of the chairs and were told that any child that sat at a chair with a strap had a ‘risk assessment’ in place which had been signed by their parents to agree for the child to sit in that chair, and a ‘behaviour log’ to record why the child was placed there. We reviewed the risk assessments and apart from the child’s name change they were all the same. The behaviour log recorded why the child was sat at a chair with a strap but no action taken by staff to rectify the behaviour that led to this. We were told that the chairs were implemented from a health and safety perspective from the view of the child and the staff serving meals. We discussed the alternative of using the chairs and instead the staff using behavioural management techniques and talking to the children at a level of understanding and working together to change the behaviour.

The risk assessments gave reasons such as ‘may fall from the chair’ or hurt themselves during mealtimes’ when hot food is served if the child gets out of there seat and walks around the room. The behaviour log was very brief in the reason given and no action recorded to rectify the behaviour. We discussed simple strategies and ways staff could manage children’s behaviour that would be more effective and productive in managing a child’s behaviour. This

included staff talking to the child directly about their behaviour and where food trolleys/ tables could be placed could to prevent the risk of hot foods spilling on children.

We also discussed that children helping handing out hot food on plates to other children goes against their own risk assessment.

Whilst in some areas the staff were managing children's behaviour, this was not consistent throughout the setting.

Action we require the provider to take

Key areas for improvement

- The managers need to ensure that consistent and appropriate measures of managing children's behaviour are implemented throughout the setting. This includes appropriate individualised risk assessments and behaviour logs which include the action taken by the staff.

This improvement is required in line with Regulation 14 of the Care Services Regulations 2013 – Records

This improvement is required in line with Regulation 16 of the Care Services Regulations 2013 – Staffing

Inspection Findings

C3 Is the service caring?

Our findings

Caring – this means we looked for evidence that the service involved and treated children with compassion, kindness, dignity and respect. The service does not require any improvements in this area.

This service was found to be caring.

Ensuring children are being treated with kindness, respect and compassion

The younger age group (eighteen to twenty four months old) had their own play rooms separated from the older children. This provided areas of suitable toys and furniture for this age group. The staff interacted positively with the children, they sat on the floor playing alongside them and the children appeared to be comfortable in their presence. Children were cuddled when they needed a bit of reassurance and praised for completing simple activities.

On the day of the inspection some of the older children had been on an outing and arrived back shortly before lunchtime. Children aged two years and upwards had five different playrooms along with the summerhouse for activities. The staff were positive and spoke about the activities they do with the children and were observed to join in games with them. The children were praised and appeared to be happy during the entire inspection.

Maintaining children's dignity, privacy and promoting independence

Children's toilets and wash hand basins were located in rooms adjacent to the playrooms. These areas were also used for changing nappies or pants when wet. The areas provided a level of privacy for children during these routines.

Children of all ages were encouraged to be as independent as possible depending on age and development stage. Toys and resources were easily accessible with a range of each to provide choices of what the child wanted to play with.

Inspection Findings

C4 Is the service responsive?

Our findings:

Responsive – this means we looked for evidence that the service met children’s needs. The service does not require any improvements in this area.

This service was found to be responsive.

Delivering personalised care

Parents are requested to complete a registration form prior to their child starting, at the Kindergarten. This provides details of their child’s individual needs and preferences including, dietary, medical and cultural. We checked seven records and they all contained the relevant information required.

The team celebrate different cultures and festivals throughout the year. We viewed a display in the entrance hall reflecting ‘Diwali’ (festival of light), examples of dress, lights, jewellery and sweets were displayed. Other celebrations such as Christmas and Chinese New Year had also been celebrated.

There were toys and books reflecting a diverse culture and inclusiveness. Some of the staff have been completing ‘sign along’ training and they explained how they had introduced simple signs such as sign for a particular different animals such as a rabbit. We were told they start introducing sign language during ‘circle time’ with the children and they have found that it has helped children that have communication difficulties.

Inspection Findings

C5 Is the service well-led?

Our findings

Well-led – this means we looked for evidence that service leadership, management and governance assured high-quality, person-centred care; supported learning and innovation; and promoted an open, fair culture. The service does require improvements in this area.

This service was found to be not always well-led.

Clear vision and strategy in place to deliver high-quality care and promote a positive culture that is person-centred, open, inclusive and empowering which achieves good outcomes for children.

The team interacted positively with each other and with the managers. We met with the three managers to ensure each of them were aware of their roles and responsibilities as a registered manager. A discussion took place to identify individual roles and the recognition that each of them were 'registered' as managers. We discussed the system to identify which manager is the 'lead manager' at any one time and that all staff were aware of this at any given time.

The managers stated that they had not had to 'manage' any conflict within the team, as this had not occurred. They described how they would discuss any issues with individuals and encourage them to meet to talk and they would ensure a solution or compromise is met.

Governance framework in place that ensures responsibilities are clear and that quality performance, risks and regulatory requirements are understood and managed.

The registered managers understood responsibilities for both managing the service, the staff team and their obligations as a 'registered provider'. The managers know that she must 'notify' the 'registration and inspection team' of serious incidents, including safeguarding concerns, infectious illness and serious injuries.

Staff team meetings were being held on a monthly basis, but the records need to show outcomes of the meeting. Staff confirmed that the meetings took place.

Continuous learning, improvement, innovation and ensuring sustainability.

There was an 'induction process' in place for new staff that included details that had been discussed and clearly dated when completed. As some of this was not actioned by the manager there needed to be details of the manager meeting with the individual to discuss their progress through the process.

Individual staff 'one to one' supervision took place with a manager. Records were sampled and individual performance were graded, although the managers have stated they give personal feedback to individuals there needs to be more written evidence.

Staff training included, safeguarding children, first aid and fire safety. The provider had evidenced that some of the new staff had not completed the safeguarding 'face to face' training but had completed 'online' training as an interim measure. Evidence showed that the relevant courses had been requested but availability was not ready until early 2024. Those that had not completed their first aid training had dates booked for courses in January 2024.

The setting has completed maintenance work to the premises which is an ongoing topic due to the size of the property. New sinks and décor have been carried out in the children's bathrooms and they would like to develop an area where the staff can study and complete online training.

Action we require the provider to take

Key areas for improvement

- The Induction process for new staff needs to include the feedback from the manager of the service.
- One to one supervisions with staff require more written detail.

These improvements are required in line with Regulation 14 of the Care Services Regulations 2013 – Records

If areas of improvement have been identified the provider will be required to produce an action plan detailing how the areas of improvement will be rectified within the timescales identified. The R&I team will follow up and monitor any actions undertaken.