

# Busy Bees - Edinburgh Park Day Care of Children

1 Lochside Place  
Edinburgh  
EH12 9DF

Telephone: 0131 339 1245

**Type of inspection:**

Unannounced

**Completed on:**

22 August 2019

**Service provided by:**

Busy Bees Nurseries (Scotland) Limited

**Service provider number:**

SP2003002870

**Service no:**

CS2003011940

## About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

We check services are meeting the principles of Getting It Right For Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting It Right For Every Child. They are: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Busy Bees - Edinburgh Park nursery is part of a group of nurseries run by Busy Bees Nurseries (Scotland) Limited. The nursery operates from a detached purpose-built building located within Edinburgh Business Park and is provided by in partnership with Edinburgh Council Early Years Partnership. The nursery is registered to care to a maximum of 124 children at any one time, aged between birth and primary school entry, of whom no more than 36 children are under the age of 2.

The stated aims and objective of the service include:

- Providing a stimulating, safe and independent environment for all our children whilst assisting them in their learning.
- Encouraging decision-making and self-confidence through providing opportunities to develop life time skills.
- Providing the correct support and encouragement to help each child as an individual to reach the appropriate milestones.
- Providing a fully child centred environment for all children.

We compiled the report following an unannounced inspection, which took place over one day, between the hours of 08:45 and 16:15 on the 22 August 2019. Feedback was given on the same day to the manager, deputy manager and regional director.

## What people told us

During our inspection visit, approximately, 80 children were present. We could see children had formed relationships with staff and were happy within the nursery's playrooms. Some children talked to us about their time in the nursery and we found that the older children were very keen to show us the content of their own folders. The folders included photo graphs of the children and their achievements.

We provided the service with 41 Care Standards Questionnaires (CSQs) to be distributed to parents/carers before the inspection. We received 16 completed questionnaires before the inspection visit. From the responses we found that all parents agreed they received clear information about the service before their child started and that the service provides a healthy and well balanced diet which meets their child's dietary and cultural needs.

Some parents did not agree that staff ask for their child's view about activities or that the service has involved them and/or their children in developing the service. We shared this with the service during our inspection visit and the manager agreed to develop better methods for gathering ideas and feedback from children and families using the service.

## Self assessment

The service has not been asked to complete a self-assessment in advance of the inspection. We looked at the service improvement plan for 2019/20 which demonstrates their priorities for development.

## From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

## What the service does well

A welcoming environment was created for children because the staff team were happy at work. Staff told us they felt valued and respected by management. They told us they received constructive feedback and found the manager approachable. We viewed staff supervision records and found that constructive conversations took place and staff's strengths and areas for development were identified.

There was a caring ethos in the setting which promoted respect, positive relationships and a relaxed play environment. Almost all interaction we observed were respectful. For example, staff providing personal care to children talked to them to ensure they knew what was taking place and we could see that the child's dignity and right to privacy were central to staffs practice. As a result, children felt nurtured, safe and secure.

There had been several changes to the staff team; however, we found that this was being managed well. The manager was very passionate about the service and it was evident this was helping to ensure that staff were kept motivated following the recent staffing changes. The manager had prioritised rebuilding a quality team and was systematic in her approach. We found staffing was a priority area within the service improvement plan, staff were appropriately deployed based on skills, experience and the needs of children. Further to this, all newly recruited staff had been given a robust induction. This resulted in a staff team that were working well together and children continuing to receive stable and consistent care and support.

The routine of the day allowed time for extended free play. Children were developing their understanding, imagination, thinking, investigation and problem-solving skills because staff were supporting them to lead their own play within enabling environments. For example, there were several 'break out' rooms that children could access. These included the 'science room' and 'construction room'.

Children were consulted and given opportunities to contribute their ideas to planned learning experiences. The children in the 3-5 room were interested in underwater animals. The children we spoke to could tell us what they had been learning about this topic and it was evident staff were using this interest to expand children's literacy and numeracy skills.

Staff were clear about their responsibilities in keeping children safe. This included being alert to the signs of deterioration in a child's health and wellbeing and we found staff knew what to do next. Staff were supported by management to participate in annual child protection training and regular meetings took place where children's needs were discussed.

## What the service could do better

Almost all staff gave children a message of warmth through their interactions; however, to maximise all children's wellbeing, we asked the senior management team to ensure all staff's communication with, and expectations of, children is appropriate for their age and developmental stage. This was after we observed a few instances when staff's expectation of children was not linked to their stage of development.

The management team was using national self-evaluation guidance and benchmark tools such as 'How Good is Our Early Learning and Childcare' to support the identification of what was going well and what needed to improve. The management team should now support staff to increase self-evaluation across the setting and ensure all staff are familiar with local and national best practice guidance. This will help drive forward further improvement and enable staff to demonstrate the impact of their work more rigorously.

Some children benefited from free flow access between a playroom and a well-resourced garden. The manager told us about future ambitions to support free flow access outdoors from more of the playrooms. We agreed this would increase the quality of children's overall experience and highlighted the need to improve the current methods being used to support children's access to outdoor play and to ensure that even the youngest children get daily opportunities to be outdoors.

We found children waiting for staff tasks to be completed at different times throughout the day. At times, this resulted in children becoming upset or frustrated. We suggested staff consider the pace of the day for children, particularly how routines (snack, lunch or brushing teeth) impact on children's play and learning.

'Personal Plans' held appropriate personal contact information, staff had gathered details about the children's likes and dislikes and learning was tracked using observations and annotated photographs. To strengthen the plans, we suggested, more clearly, outlining children's individual needs and how the service intended to support them. The service should consider how strategies to meet identified needs are recorded within personal plans. For example, identifying who is responsible for implementing strategies with suggested timescales.

## Requirements

Number of requirements: 0

## Recommendations

Number of recommendations: 0

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## What the service has done to meet any requirements we made at or since the last inspection

### Previous requirements

There are no outstanding requirements.

## What the service has done to meet any recommendations we made at or since the last inspection

### Previous recommendations

There are no outstanding recommendations.

## Inspection and grading history

Date	Type	Gradings								
14 Jun 2017	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>Not assessed</td> </tr> <tr> <td>Management and leadership</td> <td>Not assessed</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	Not assessed	Management and leadership	Not assessed
Care and support	5 - Very good									
Environment	5 - Very good									
Staffing	Not assessed									
Management and leadership	Not assessed									
16 Sep 2015	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>5 - Very good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	5 - Very good	Staffing	5 - Very good	Management and leadership	5 - Very good
Care and support	5 - Very good									
Environment	5 - Very good									
Staffing	5 - Very good									
Management and leadership	5 - Very good									

Date	Type	Gradings
7 Aug 2013	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good Management and leadership 4 - Good
17 Apr 2012	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good
9 Aug 2011	Unannounced	Care and support 3 - Adequate Environment 4 - Good Staffing Not assessed Management and leadership Not assessed
14 Dec 2009	Unannounced	Care and support 4 - Good Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed
5 Nov 2008	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 4 - Good

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