

# Bumble Beez Children's Nursery Day Care of Children

Eastwood House  
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Telephone: 01383 626 385

**Type of inspection:**  
Unannounced

**Completed on:**  
17 March 2022

**Service provided by:**  
Bumble Beez Children's Nursery

**Service provider number:**  
SP2003001575

**Service no:**  
CS2003006945

## About the service

Bumble Beez Nursery is situated in a residential area close to the centre of Dunfermline. The service occupies a large Victorian detached villa. The children are grouped by age. The babies, tweenies and toddlers have separate rooms in the original part of the main building. The ante preschool and preschool children are in the newly extended part of the house.

The children have access to a large, fully enclosed garden which is well resourced with games and activities.

The service was registered with the Care Inspectorate on the 1 April 2011. The service is registered to provide a care service to a maximum of 71 children not yet attending primary school.

This was an unannounced inspection which took place on Tuesday 15 March 2022 between 08:45 and 14:45. Two inspectors carried out the inspection. We continued the inspection with telephone discussions and email exchanges. We provided feedback using a video call on Thursday 17 March 2022.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke with children in the service
- spoke with one parent face to face and reviewed emails from 15 families
- spoke with staff and management
- observed practice and staff interactions with children
- reviewed documents.

## What people told us

During the inspection we observed children enjoying their play experiences, both inside and outdoors and joined the tweenies room on an outing to the park. Children were content, happy and confident. Some of the children proudly talked about their play experiences and explained what happened during their nursery day.

We sent a request through the nursery to the families who used the service asking them to provide us with feedback about their experiences. Fifteen parents responded to our request. All parents were very happy with the quality of care and support their children had experienced. Almost all parents considered communication as an area for improvement and they would like the service to develop different ways which would allow them to feel more included in their children's day.

Examples of parent's comments included:

- "We cannot fault the nursery and recommend it to friends and family all the time. The care our children have received is wonderful and we will be very sad when our youngest child has to leave for school. There is such a family feel about the place and a very nurturing environment".
- "I would like an increased use of technology or use of an app for giving daily updates".
- "Communication is the main area for improvement. They are certainly willing and accommodating to discuss out child's needs when requested and assured us we could have a 1:1 at any time. I would like this to be a standard regular thing that is offered instead of having to request it".

- "My children seem to have built a solid bond with the workers in their room and talk about the staff outside of nursery in a happy way".
- "My child has a fantastic rapport with all staff and peers alike. They are welcomed each morning with a lovely smile and the staff take a genuine interest in each child. They offer a wide variety of food which is both healthy and appealing. My child absolutely loves Bumble Beez".
- "My child has the opportunity to access a quality provision both inside the nursery playrooms and outside in the nursery garden, woods and local park. The key workers ensure there are a variety of outdoor opportunities throughout the week. The nursery offers a wide range of healthy food and snacks and my child will often try new foods at nursery with their friends that they would refuse at home! The nursery staff are so nurturing and supportive and have gone above and beyond in supporting my child".
- "If there was one improvement it would perhaps be to consider use of an app or communication tool where parents could engage with the team".

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan which demonstrated their priorities for development. This included implementing a system to identify children's progression in their learning and developing staff's observations of children's play to support next steps.

## From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	4 - Good
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

## Quality of care and support

### Findings from the inspection

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this theme as very good.

Staff knew children well and were responsive, nurturing and loving towards them. Children were listened to carefully and supported to share their views and ideas. Staff worked well with children to model behaviours and encourage responsibility. This supported children to respect resources in their environment and the needs and feelings of others.

The service worked well to support children's emotional wellbeing. Books and resources such as emotion spoons were used to develop children's understanding and regulation of their feelings. Staff took time to discuss emotions with children and they were encouraged to think of their friends who were absent due to sickness. Some children asked to draw pictures for them when they were thinking of ways to help cheer them up. This supported children to express their feelings and emotions and develop compassion.

Children were engaged in activities and play throughout our visit and familiar routines supported their emotional security. For example, children happily played a group game whilst waiting for lunch to be served. The relaxed and homely mealtime experience was unhurried, and children enjoyed lunch at a pace that was right for them. Staff supported lunchtime by involving children in a variety of conversations which supported language and communication development, and helped staff get to know children and their families better. We saw nurturing attachments between staff and children during these experiences. This meant children were valued, respected, and felt loved. We asked the service to review play opportunities for children after mealtimes to ensure individual preferences and choices were considered.

Children were protected as staff were confident about their role and responsibilities in identifying, recording, and reporting any child protection concerns. They worked well with other professionals when required, to support children's development and wellbeing. This allowed consistent approaches to be used to support children and ensured they were kept safe.

Responsive planning ensured that experiences offered to children met their interests. We asked the service to consider how the planning processes could be more robust to clearly show how children's needs will be met. The manager told us plans were in place to track children's next steps in learning. We were satisfied the service were at an early stage in this journey but had suitable plans to develop this area in all playrooms.

The service had appropriate infection prevention and control procedures in place to support a safe environment for children and staff.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 5 - very good

## Quality of environment

### Findings from the inspection

We evaluated this theme as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The environment was safe, secure, and welcoming. The rooms were bright, clean and well ventilated. Children had access to good quality resources and could independently choose areas to explore both inside and in the garden. This meant children were respected and their choices were valued.

Careful consideration to the layout of the playrooms provided opportunities for children to be creative, curious and develop their problem-solving skills. For example, we could identify ways in which the nursery were developing numeracy in the pre-school room by carefully placed resources which children could use to develop their learning through play. This resulted in high levels of engagement from children who were having fun playing and learning.

Daily and responsive risk assessments were being carried out. Children were involved in risk assessing the environment which helped them to develop an understanding of safety and potential hazards. Staff took the time required to ensure children understood risks in their environment and supported children to problem solve in a safe way. This meant children were encouraged to be responsible and included in this process.

Loose part resources promoted and supported imaginative play. Larger items were available in the garden, such as tyres and wooden pallets which children used to climb on and make dens. Smaller items available indoors were used to promote and further develop curiosity and creativity. This supported children's progress in a number of ways, including their fine and gross motor development and their social skills, as they worked together to be creative, and problem solve.

Staff knew children's personal routines and preferences which meant children were able to sleep and rest when they needed to. We asked the manager to improve ventilation and monitor room temperatures to ensure children could sleep safely. Suitable mattresses and sleeping mats were used and all children had individual bedding. This resulted in children's needs being met and supported.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 0

**Grade:** 4 - good

## Quality of staffing

### Findings from the inspection

We evaluated this theme as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Staff's warm and loving approaches towards children contributed to them feeling safe, secure and happy in the service. Individual staff teams worked well together. The commitment from staff to respond and praise children individually was evident and we could see the positive relationships that had been formed. This meant children felt valued and loved.

Staff were knowledgeable about children and their families which helped them to plan activities around their interests. Staff had worked with parents and other professionals to share strategies that would help meet children's individual needs, for example using board maker to help with children's communication. This supported children to be cared for in a consistent way.

We sampled staff recruitment files and found a range of systems in place supported the safe recruitment of staff into the service. All staff caring for children were registered with the Scottish Social Services Council (SSSC) within required timescales. This ensured the right people with the right skills and values were providing care for children.

The induction process supported new staff to learn the policies and procedures within the service. We discussed ways the new ELC National Induction Resource could support and strengthen the induction process by providing additional support and resources for new practitioners. This would ensure children were cared for by staff who were highly motivated and committed to improving outcomes for children and families.

Some staff had recently attended courses such as First Aid training and outdoor training. This showed staff were eager to learn and develop their knowledge and skills. Opportunities for staff to review and evidence how they used their learning in practice should be available. This reflection will strengthen practice as staff will be able to identify how implementing their learning has impacted on the service. Further learning and development opportunities should be created to ensure staff use and understand best practice documents that underpin their practise. This would ensure children benefit from having high quality staff providing their care and supporting their development. See recommendation one.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. To support children's wellbeing, learning and development, the provider should ensure staff are supported to develop an understanding of best practice documents and theory that underpins their practise.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled' (HSCS 3.14).

**Grade:** 4 - good

## Quality of management and leadership

### Findings from the inspection

We evaluated this theme as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The nursery improvement plan reflected areas detailed in this report, such as implementing a tracking system to identify children's next steps. For the service to move forward in line with their plans, more formal and robust monitoring systems should be created. Quality assurance and self-evaluation processes should be developed in genuine partnership with all stakeholders to ensure they are fully involved in the process of assessing and evaluating the quality of the service. We discussed ways in which the new Quality Framework for daycare of children and childminding settings would support the manager and staff to achieve the improvements planned. This would allow children to benefit from a service committed to continuous improvement. See recommendation one.

Staff told us they felt well supported by the management team. They were visible in the setting and supported staff at busier times of the day. Children were relaxed and confident in their presence. This allowed the managers to be kept informed and to provide staff with regular feedback. Formal supervision and appraisal meetings had been postponed during the pandemic and we asked the service to ensure these were reintroduced. Staff should be fully involved to identify next steps in their own learning and supported to create action plans to enable them to meet their personal goals and contribute to the development of the service. This would help staff to identify their training needs, achieve goals, and continually improve the care offered to children.

Communication with families was mainly informal discussions during pick up and drop off times. Parents told us there was a willingness to have individual meetings to discuss children's progress if required. Parents would like a more formal approach to being involved and updated. This feedback was given to the service to allow them to consider how they can involve families more in the life of the nursery. This would allow parents to feel more included in their children's day.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. To enable children to benefit from a service committed to continuous improvement, the provider should continue to develop self-evaluation, quality assurance and monitoring systems. These should be developed in line with best practice documents.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

**Grade:** 4 - good

## 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

#### Recommendation 1

Staff should review current snack and lunchtime practices to ensure these are nurturing and provide children with opportunities for choice and support them to become independent and responsible.

They should take into consideration:

- the role of staff
- promoting self help skills
- learning opportunities
- children preparing snack
- promoting choice.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible'. HSCS 1.35. "I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning". HSCS 1.33

**This recommendation was made on 3 July 2019.**

#### Action taken on previous recommendation

Snack and mealtimes were relaxed and unhurried. Staff supported children well and encouraged them appropriately. Staff should ensure they are considerate to the stage of individual children to promote self help skills and independence.

The service told us children had not been involved in the preparation of snack due to cross contamination risks during the pandemic. Children had been given other opportunities to help in the preparation of food. For example, we saw photographs of children baking with apples and being involved in preparing the ingredients.

This recommendation was met.



## Recommendation 2

The service should review the learning environment across all of the playrooms. This is to ensure that children experience appropriately rich and challenging activities which are suitable for their age and stage of development. A progression of learning and skill development should be apparent across the different playrooms.

This is to ensure the quality of the care and support is consistent with the Health and Social Care Standards, which state that: "As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling". HSCS 1.30

**This recommendation was made on 3 July 2019.**

### Action taken on previous recommendation

The service had invested in resources for the nursery to ensure a wide variety of core play experiences were available for children. Staff had worked well together to consider how the spaces were being used by children. They had created environments where children could feel safe and secure, whilst developing their confidence, creativity and problem solving skills.

This recommendation was met.

## 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).

## Enforcement

No enforcement action has been taken against this care service since the last inspection.

## Inspection and grading history

Date	Type	Gradings
3 Jul 2019	Unannounced	Care and support
		4 - Good
		Environment
		4 - Good
		Staffing
		Not assessed
		Management and leadership
		Not assessed
7 Feb 2018	Unannounced	Care and support
		5 - Very good

Date	Type	Gradings	
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	Not assessed
15 Feb 2016	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
15 May 2012	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	5 - Very good
		Management and leadership	4 - Good
10 Oct 2011	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	Not assessed
		Management and leadership	Not assessed
14 Dec 2010	Unannounced	Care and support	Not assessed
		Environment	6 - Excellent
		Staffing	Not assessed
		Management and leadership	Not assessed
25 Mar 2010	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	4 - Good
		Management and leadership	Not assessed
17 Mar 2009	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good

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