

Bower Busy Bees ELC (Early Learning Centre) Day Care of Children

The Stables
Bower Community Centre
Bower
Wick
KW1 4TT

Telephone: 01955 661 269

Type of inspection:
Unannounced

Completed on:
2 September 2022

Service provided by:
Bower Busy Bees ELC

Service provider number:
SP2003001744

Service no:
CS2003008548

About the service

Bower Busy Bees Early Learning and Childcare is registered to provide a care service to a maximum of 12 Children aged from two years to not yet attending primary school.

The service operates within converted farm steadings in the community of Bower, Caithness. The accommodation has two main rooms and an upstairs room. Across the courtyard the children can access a large outside natural play space with extensive resources which supports curiosity and creativity.

The Nursery is committee led and works in partnership with The Highland Council to provide funded early learning and childcare.

About the inspection

This was an unannounced inspection which took place on 30 August 2022. Feedback was given to the provider, manager and a representative from the local authority on 2 September 2022. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service.

This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service and reviewed 11 online questionnaires from families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff were nurturing, welcoming and friendly with an enabling attitude.
- Since the last inspection we noted significant improvement to the quality of play and learning. Children were highly engaged and engrossed in their play throughout the inspection.
- Staff knew children well and were aware of their individual needs.
- Staff had undertaken training to support children's wellbeing and development.
- Children were offered exciting and developmentally appropriate play spaces, both indoors and outdoors.
- Strong leadership resulted in a staff team who had high aspirations and confidence in their capacity to support children and families to reach their potential.
- Effective staff deployment within the service meant that children's individual needs were being met by the right number of staff.
- The focus and commitment to quality assurance and self evaluation, enabled the service to offer high quality care which met the needs of children and families.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

We evaluated this key question as very good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement

1.1 nurturing care and support

Staff were nurturing, welcoming and friendly with an enabling attitude. They recognised children as individuals and responded effectively to their needs and wishes which provided them with sensitive and responsive care throughout the day.

Children's wellbeing was effectively supported through personal planning which was reviewed regularly with families and children. Staff knew children well and were aware of their individual needs. They spoke knowledgeably about the children, describing their individual characteristics and any sensitivities they may have had. We saw staff responding throughout the day, with kindness. This contributed positively to children's self-esteem and sense of wellbeing. As a result they were confident in approaching staff for help or reassurance. Parents highlighted this as a strength. One parent commented on how much interest and care the staff show towards their child. They told us "They are genuinely interested in him."

Approaches to transition placed children and families at the heart of decision making. This allowed children to adjust and feel secure as they transitioned into the service. As a result children's security and wellbeing was well supported. A parent told us "staff went above and beyond to help their child settle into the nursery."

Mealtimes were sociable and unhurried experiences. Children were encouraged to participate in these daily routines which provided them with a range of opportunities to be responsible and independent. For example, children took on the role of snack helper and prepared the food for snack. At mealtimes we heard good discussions on healthy eating and nutrition. Staff sat with children, role modelled and promoted manners. This encouraged rich discussion and learning. Additionally, robust procedures were in place in relation to allergy management, which contributed positively to children's outcomes.

There was an inclusive ethos which was enhanced through positive working relationships with families. Parents benefitted from good communication and sharing of information. This contributed to families feeling included in their child's care, play and learning. This was highlighted as key strength by a parents who told us "I just love the caring and inclusive ethos."

1.3 play and learning

Since the last inspection we noted significant improvement to the quality of play and learning. Children were highly engaged and engrossed in their play throughout the inspection. They experienced fun and joy as they played both independently and co-operatively with their peers. A wide variety of exciting opportunities met their developmental needs, interests, and curiosities. These experiences offered children rich play and learning which included exploring, experimenting, being creative, taking risks and problem solving. For example children enjoyed climbing on a rope bridge and taking part in messy play involving mud, water, paint and sand. Some of the children told us they were making pies in the mud kitchen and were painting a pirate ship. These opportunities impacted positively on their health and wellbeing and contributed to the development of early hand writing skills, numeracy and language development.

Staff had undertaken training to support children's wellbeing and development. The impact of training was evident in practice. As a result children were achieving and empowered by skilled staff to reach their full potential. Staff were playful in their interactions with children and there was lots of chatter and laughter. They took time to listen to children and used careful questioning to promote children's curiosity and creativity. Staff valued children's interests and supported their play, learning and development through following children's line of enquiry at their own pace. Children's perspectives were listened to by staff and taken account of in staff observations and planning. Children's right to play was threaded through staff planning and the provision of children's play experiences. This contributed to children feeling valued and respected.

How good is our setting?

5 - Very Good

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

2.2 Children experience high quality facilities

Children were offered exciting and developmentally appropriate play spaces, both indoors and outdoors that impacted positively on their health and wellbeing. The service were committed to maximising the use of the outdoors to support children's play and learning experiences. They spent a significant part of their day exploring a natural environment in a stimulating woodland area. This area offered very good opportunities for children to be imaginative and creative in their explorative play and investigative learning. Positive approaches to supporting risky and adventurous play were embedded within practice. There were opportunities for the children to assess and manage risk and build self confidence. They had access to a variety of engaging and challenging resources and activities for example, open-ended and natural resources, mud kitchen, digging area, loose parts resource and sand and water play. Staff routinely reviewed children's use of resources and areas to make sure that children were engaged and challenged.

The indoor playroom was decorated in neutral colours which promoted a natural, calm environment. This provided a homely feel and was welcoming to children. The playroom was laid out in a manner which helped develop children's independence, resources were easily accessible to enable children to self-select resources of their choice. Additionally children had free flow access to additional outdoor area which provided further opportunities for active energetic play and enabled children to direct their play and learning.

Both areas were safe and secure. Good communication between staff meant that children were always accounted for. They had effective systems in place for signing children in and out of the setting and to ensure that children were collected by an appropriate adult. Staff had a good awareness about their responsibilities in managing information and stored information securely.

How good is our leadership?

5 - Very Good

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

3.1 Quality assurance and improvement are well led

We identified significant improvement in relation to the management and leadership of the service since our previous inspection. The strong leadership resulted in a staff team who had high aspirations and confidence in their capacity to support children and families to reach their potential.

Staff, families and children had been involved in promoting a shared vision for the setting. This contributed to the strong relationship's families had with the service as they felt valued and respected.

A quality assurance calendar was in place that ensured purposeful audits of various aspects of the nursery were routinely carried out. We saw these to be outcome focused and detailed the impact they had on children. This contributed positively to the team continually reflecting on the experiences of care and learning children were receiving.

Effective use of robust quality assurance processes, ensured various aspects of the service were being reviewed and monitored in a focused and meaningful way. This meant that areas for improvement had been identified, shared with staff and actions taken to make positive changes to children's experiences. This resulted in very good outcomes for children and their families.

The manager had developed a variety of methods to ensure that communication was shared across the team effectively. For example the use of staff floor books created opportunities for staff to share and develop their practice. This contributed to the very good team ethos and allowed all staff to be involved in leading the improvement journey of the setting. This resulted in a whole staff team working well together to ensure all children benefitted from high quality care and support.

How good is our staff team?

5 - Very Good

We evaluated this key question as very good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement

4.3 Staff deployment

Children benefitted from a caring and nurturing staff team who knew them well. They recognised that continuity of care was important for children. Effective use was made of staff experience, knowledge, and skills, to ensure children's experiences across their whole day was positive. Parents were very complimentary of the staff team some comments included:

"Welcoming, professional and lovely staff who know my child very well"

"Staff are so caring, warm and welcoming"

Effective staff deployment within the service meant that children's individual needs were being met by the right number of staff, consistently throughout the day. The staff to child ratio allowed staff to be responsive to individual needs which enhanced children's experiences and ensured children had the right support at the right time. Children who required additional support were well supported by staff to feel respected and included in daily experiences. This was enhanced through effective working relationships with families.

There was a positive and supportive ethos within the service. Both management and staff spoke of the positive relationship that had been formed within the team. The management team had a clear focus on staff well-being and ensured staff felt valued and listened too.

An induction programme for all staff was in place and this contributed to staff feeling secure and happy in

their work. Staff told us about the mentoring system in place and how this had contributed to developing their skills, knowledge and understanding of their roles and responsibilities. This resulted in a motivated and enthusiastic staff team, contributing to improved outcomes for children.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To enable children to receive high quality play, learning and development opportunities, the provider should ensure staff are responsive to children's individual interests and needs.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that 'As a child, I can direct my own play and activities in the way I choose, and freely access a wide range of experiences and resources for my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27)

This area for improvement was made on 12 November 2022.

Action taken since then

We noted significant improvement in relation to the quality of play, learning and development opportunities. Staff were responsive to individual needs. As a result children were highly engaged in their play and learning and were being supported to reach their full potential. This area for improvement has been met.

Previous area for improvement 2

To ensure children experience relaxed snack and mealtimes experiences, the provider should review snack and mealtime experiences for all children and implement improvements.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible.' (HSCS 1:35)

This area for improvement was made on 12 November 2021.

Action taken since then

Positive improvements had been made to the snack and lunchtime experience. Children now benefitted from an unhurried relaxed, sociable snack and mealtime experience. This area for improvement has been met.

Previous area for improvement 3

To support children's wellbeing, learning and development, the provider should ensure staff access training appropriate to their role, and apply their training in practice. This should include, but is not limited to, development opportunities in outdoor learning and child led play.

This is in order 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)

This area for improvement was made on 12 November 2021.

Action taken since then

Staff had undertaken training relevant to their role. The impact of their training was evident in practice. As a result children's wellbeing, learning and development was effectively supported. This area for improvement has been met.

Previous area for improvement 4

To ensure there are sufficient staff available to meet children's needs, the manager should ensure staff are effectively deployed throughout the day.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that 'My needs are met by the right number of people.' (HSCS 3.16)

This area for improvement was made on 12 November 2021.

Action taken since then

Staff deployment was effective with a very good staff to child ratio. This meant there was sufficient staff to meet the needs of all children. This area for improvement has been met.

Previous area for improvement 5

To ensure positive outcomes for the children using the service, the provider should ensure the manager has sufficient time allocated to undertake the role effectively.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that 'I use a service that is well led and managed.' (HSCS 4.23)

This area for improvement was made on 12 November 2021.

Action taken since then

Since the last inspection the service had employed an additional staff member and reviewed staff rotas to ensure the manager had sufficient time to undertake the role effectively. This was resulting in positive outcomes for children. This area for improvement has been met.

Previous area for improvement 6

To ensure improved outcomes for children and families using the service, the provider should ensure robust quality assurance processes are developed and implemented.

This is in order 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)

This area for improvement was made on 12 November 2021.

Action taken since then

Highly effective quality assurance processes had been developed and implemented. This was resulting in very good outcomes and experiences for children. This area for improvement has been met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.