

The Bees Knees Nursery Day Care of Children

280 Lanark Road West
Currie
EH14 5RU

Telephone: 07770 060 373

Type of inspection:
Unannounced

Completed on:
17 October 2022

Service provided by:
The Bees Knees Playgroup Ltd

Service provider number:
SP2015012460

Service no:
CS2015336137

About the service

The Bees Knees nursery is an early learning and childcare setting situated within a community building in a residential area of Currie, close to transport links, shops and community services. The setting provides day care for up to 19 children aged from birth to entry to primary school age.

The setting comprises of two playrooms, one for children under the age of two years and another for children aged over two years which has direct access to the outdoor play space.

About the inspection

This was an unannounced inspection which took place on 13 October 2022 between the hours of 9:30 and 14:15. 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 people using the service and eight of their family representatives
- spoke with three staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced warm and caring interactions which helped them to feel nurtured and valued.
- Children were well supported when eating their lunch and enjoyed a relaxed and pleasant dining experience.
- Increased resources provided more opportunities for children to play creatively and extend their learning.
- Staff need to continue to improve their practice to support the manager in the development of the setting.
- Parents were happy with the service they and their child received in the setting.

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?	3 - Adequate
How good is our setting?	3 - Adequate
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate

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

How good is our care, play and learning?

3 - Adequate

We made an evaluation of adequate for this key question. Whilst we identified some strengths, these just outweighed the weaknesses.

1.1 Nurturing care and support

We made an evaluation of adequate for this quality indicator.

Children were smiling, laughing and having fun with their friends and staff. Children were comfortable with staff, which suggested they had good relationships. From this we could see they were happy and settled in the setting. Parents were complimentary of the care and support their children received. They told us "there is a really nurturing ethos in the nursery as a whole and you feel this from the children too", "Bees Knees felt warm, friendly, nurturing and fun", "my children love attending bees knees and I truly believe they are well cared for there" and "he is very well cared for and it means the world to know that when I'm dropping him off".

The small setting meant staff, children and families experienced an intimate, family approach. Parents told us they were pleased with "the family type environment with small groups and everyone seems to know our child well" and "it's a small care setting, we get to know staff well because of this. My child is very happy going each day which gives me confidence in the nursery".

The personal planning approach to meet children's needs was being developed and had been improved since the last inspection. The introduction of a 'focus week' meant parents were active participants in celebrating achievements as well as identifying and agreeing intended outcomes for their child. We read good examples of how both the setting and home worked together to support children to achieve. A parent told us "the manager and her team give my daughter a good range of different activities to help stimulate and educate her. This is a result of focus week which I thought was a good initiative". Whilst staff had attended some training in recording information about children, it was the manager who maintained most children's records. Moving forward individual staff must continue to increase their knowledge and confidence to enable them to contribute more to the personal planning process (**see requirement one**).

Children enjoyed a pleasant lunchtime experience as staff practice in this area had significantly improved. Children were not seated at the table until lunch was ready which ensured that they did not get restless. The meals were appetising and enjoyed by the children. Staff sat with children throughout to provide any needed support. The atmosphere was unhurried and relaxed with children eating at their own pace. Children helped to count how many place settings were needed, set the table, poured their own water and self served their food. This supported children to develop their independence at a developmental stage appropriate for them.

Children's safety and emotional security and wellbeing was supported through sleep routines being managed sensitively. Staff understood and responded to children's individual needs and routines. All children now slept in cots or on sleep mats, which reflected good practice and promoted good habits around sleep. A parent told us "the manager has been wonderfully flexible about accommodating my child's ever changing nap schedule as he dropped a nap. Nothing ever feels like a problem for them and this makes a huge difference to me personally, it feels like they take such good care of him".

Medication procedures were in place to ensure children's needs were met in a safe and sensitive manner. Medication was kept in a locked cabinet in the playroom. When looking in the cabinet a child told us "I have medication for emergencies" and they went on to explain which foods they shouldn't have. This demonstrated that staff supported children to understand their need to take medication.

1.3 Play and learning

We made an evaluation of adequate for this quality indicator.

A new 'planning in the moment' system meant staff were beginning to respond appropriately to children's interests. For example, in a floor book we saw that washing dolls and a change in furniture had occurred in response to children's interests and needs. A parent told us "I've noticed a huge progression in my daughters confidence, speech and other skills". However, the manager was writing most of the plans for play and learning. This was because some staff continued to have limited understanding of the planning and observation approaches. Staff must continue to increase their knowledge and confidence in observing and recording children's play. They must then use this information to plan high quality play, learning and development experiences. This will mean that everyone is involved in ensuring children have fun as they experience high quality, learning and development opportunities **(see requirement one)**.

Requirements

1. By 13 February 2023 the provider must ensure within the staff team, there is a shared ethos and commitment to developing high quality care, play and learning, based on children's needs and interests.

To do this, the provider must, at a minimum ensure:

- a) Staff skills and knowledge are increased in how children learn and an understanding of child development.
- b) Staff are able to contribute to the implementation of a child-centred approach to observation, planning and assessment of children's learning through play.
- c) Staff develop a culture of reflective practice enabling them to identify what has worked well, any improvements needed and any training needs. This will ensure that all staff provide children with consistently high quality interactions, experiences and spaces.

This is to comply with Regulation 15 (staffing) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

How good is our setting?

3 - Adequate

2.2 Children experience high quality facilities

We made an evaluation of adequate for this key question. Whilst we identified some strengths, these just outweighed the weaknesses.

Since the last inspection, improvements had been made to the layout of playrooms and as a result the setting was more inviting and homely. This was confirmed by parents who described the setting as "homely", "cosy", "calm" and "happy". Children benefited from a more organised environment where they could select from a range of activities and resources. Newly formed areas such as home and story corners meant that children had defined spaces with appropriate resources to engage their curiosity and imagination. Cosy and comfortable spaces had been created indoors as places for children to rest and relax. The addition, of outdoor dens meant that children could experience a sense of cosiness in the outdoors. Children's play and learning experiences benefitted from the increased natural and open ended resources that had been introduced. This was particularly evident in the outdoors where we saw children experiencing risky play with pallets and planks of wood.

A parent told us they would like "more age appropriate, stimulating toys in the baby room". Furthermore, whilst staff worked hard to engage with them, at times we saw there was potential for the older children to become bored and disengaged. Attention needs to be given to ensuring all children are sufficiently challenged at an appropriate level. The manager told us work to improve the spaces and experiences on offer to children would be under constant review. This will help ensure spaces have the appropriate resources and materials to challenge and inspire children and support their play and learning **(see area for improvement one)**.

Children were able to play in the outdoors daily. Even the youngest of children were confident in exploring and moving about the areas in the outdoors. Staff actively supported and encouraged children in their endeavours. A parent told us "my child is extremely outdoorsy and the fact he has free rein in the outdoors in the setting is just brilliant".

Whilst we acknowledged the improvements made to the setting as a whole The manager now needs to consider an ongoing program of maintenance. This would help ensure the physical environment is continuously well maintained, comfortable and homely **(see area for improvement two)**.

Areas for improvement

1. To support children to reach their full potential, a high-quality play and learning culture needs to be embedded into staff practice. This would ensure children are offered a range of rich stimulating play resources to support and develop their learning whilst being challenged at an appropriate level to meet their needs and interests.

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

2. To ensure the setting continues to be comfortable, homely and welcoming, a maintenance program should be in place.

This is to ensure the care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

How good is our leadership?

3 - Adequate

3.1 Quality assurance and improvement are led well

We made an evaluation of adequate for this key question. Whilst we identified some strengths, these just outweighed the weaknesses.

The manager showed commitment to improving the service and this was leading to better outcomes for children. We found, for example mealtimes were calm, parents were involved in their child's learning, and play spaces were better resourced. Improvements were confirmed by a parent who told us "I think the bees knees has come on a lot in the past year. Noticeably improvements in the confidence of staff members and constant improvements of the nursery (cosmetic and educational)".

The manager regularly spent time in the playrooms and made themselves available when families needed support or advice. Parents spoke highly of the manager as they told us "I always feel the manager does the very best for the kids and I trust her" and "I feel like the manager is the person I know best from the nursery, and as I said previously she is excellent".

Regular communication with parents about their child and nursery life occurred through informal chats at drop off and collection times, distribution of newsletters and in 'focus weeks'. This helped towards parents being active participants in shaping their child's care needs and assessing how well staff met them. Parents told us "they have started a more formal feedback method for children, which was previously missing" and "I like the newsletter as it helps us keep up to date with what is happening in the nursery". However, a parent told us "we would like more feedback on what the children do each day, this has improved over the last year though with the focus weeks" and another said "the chance of a more in depth review would be good, perhaps a sort of parents evening". Consideration should be given to other ways staff could engage with parents to further develop a partnership approach.

Staff had attended training aimed at increasing their knowledge and confidence in meeting children's needs. However, some staff were in the early stages of reflecting on their practice to bring positive changes to meet the needs of the children. Staff understanding of their role should now move at a faster pace to ensure everyone is involved in providing high quality learning and wellbeing support for all children. The manager should ensure staff take advantage of the training on offer by their local authority. In key question one 'how good is our care, play and learning?', we have required that staff are more involved in developing high quality care, play and learning, based on children's needs and interests.

Whilst we could see improvements in the setting, quality assurance and self-evaluation was in its infancy. In order for the recent improvements to be sustained the manager should continue to ensure there is a clear and manageable system for self-evaluation, auditing and monitoring. These systems should be aligned to best practice guidance to support the manager and staff to drive forward and sustain improvements (**see area for improvement one**).

Areas for improvement

1. To support positive and improved outcomes for children and families, the provider should develop quality assurance systems further and ensure that they involve staff, children and parents.

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

How good is our staff team?

3 - Adequate

4.3 Staff deployment

We made an evaluation of adequate for this key question. Whilst we identified some strengths, these just outweighed the weaknesses.

Within the staff team there were differing experience, knowledge and skills to support positive experiences for children. Parents told us "there are some quite junior staff, who seem keen but are still inexperienced. It is disappointing that more senior staff have left the service, I feel it puts a lot of pressure on the manager (but she does an excellent job)" and "seen a few of the newer staff grow in confidence which I think shows good management".

When deploying staff, the manager took experience and knowledge into account to ensure there was an appropriate mix of skills to support children. For example, a recently employed qualified staff member was based in the baby room to allow the manager to support the other playroom. This helped towards ensuring children's experience across throughout the nursery were positive. The recruitment of a staff member with skills and experience in early learning and childcare was a positive addition to the team to deliver high-quality care, play and learning.

The manager regularly covered absences within the playroom. This enabled them to see staff practice first-hand and provide role modelling. However, if a regular occurrence, there would be the potential risk to their time and space to effectively manage the setting. The manager should consider having arrangements in place for planned absences to ensure they have time to effectively manage the setting.

Whilst we saw that staff were kind and caring in their interactions, the recent improvements made in the setting were mostly being driven and sustained by the manager. In key question one 'how good is our care, play and learning?', we have required that there is shared ethos and commitment to developing high quality care, play and learning, based on children's needs and interests.

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

Requirements

Requirement 1

By 16 June 2022, the provider must support children to reach their full potential through effective personal planning.

To do this, the provider must, at a minimum ensure:

- a) The manager and staff receive appropriate training/guidance to increase their knowledge and confidence in completing personal plans.
- b) Personal plans reflect the holistic needs of each child, focusing on what children can do and what they need to grow and develop.

- c) The manager and staff provide appropriate and timely intervention, planning and assessment when supporting children with additional support needs.
- d) Personal plans are well maintained and regularly reviewed making sure that children and families are central to the process.

This is to comply with Regulation 5(1)(a) and (b) (Personal Plans) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This requirement was made on 11 April 2022.

Action taken on previous requirement

Personal plans were in place for children. Parents were involved in completing these prior to their child starting. Regular reviews enabled parents and staff to work together to ensure children's needs were met. The introduction of a 'focus week' engaged families in understanding how to support learning in the child's home environment. The manager spoke about the partnerships that had been established with other professionals to ensure children received the support they needed to reach their full potential.

Met - within timescales

Requirement 2

By 9 May 2022, the provider must ensure that the medication system promotes children's safety.

To do this, the provider must, at a minimum ensure:

- a) Records contain all essential information.
- b) Medication is held on the premises, labelled and stored in the correct manner.
- c) The manager familiarises themselves with best practice guidance 'Management of medication in day care and childminding services'.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

This requirement was made on 11 April 2022.

Action taken on previous requirement

At this inspection we found that correct systems were in place to ensure children's safety when requiring medication. As personal plans had been completed with medication needs, staff had an overview of children's healthcare needs. This was supporting children's health and wellbeing.

Met - within timescales

Requirement 3

By 6 June 2022, the provider must support children to reach their full potential through high quality play and learning experiences.

To do this, the provider must, at a minimum ensure:

- a) Resources and learning opportunities are available to empower children of all ages to actively experience play and learning.
- b) The setting offers children a range of rich stimulating play resources to support and develop learning whilst being challenged at an appropriate level which meets their needs and interests.
- c) Children have cosy spaces to rest and feel secure.
- d) The outdoor area is improved to engage children in quality play experiences in the outdoors.
- e) Staff notice how children interact with their environment and respond to their interests and use of their space.
- f) The setting is comfortable, welcoming with homely touches, decoration and a good quality of furniture.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

Reference best practice documents and framework such as 'my world outdoors', 'out to play' and 'realising the ambition' will offer guidance on this.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This requirement was made on 11 April 2022.

Action taken on previous requirement

As noted in the report, we saw significant improvements to the play and learning experiences for children both indoors and out. This was due to changes being made to the layout of playrooms and the development of specific play spaces. The setting should now continually review play spaces and the resources within them to ensure they meet children's needs, interests and challenges their thinking. This is noted as an area for improvement in key question two 'how good is our setting'?

Met - within timescales

Requirement 4

By 6 June 2022 the provider must support staff to provide high quality outcomes for children.

To do this, the provider must, at a minimum ensure:

- a) Staff are aware of the whistleblowing policy and their responsibility to challenge practice that leads to poor outcomes for children.
- b) The staff team have opportunities to reflect together on their practice in a meaningful way.
- c) Staff are encouraged and enabled to make good use of their professional development and learning to improve practice so that children receive high quality interactions, experiences and spaces.
- d) All staff have a role to play in making the necessary improvements.

This is to comply with Regulation 15 (staffing) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This requirement was made on 11 April 2022.

Action taken on previous requirement

As detailed in this report, whilst we saw improvements to the overall outcomes for children, this was mostly being driven and implemented by the manager. This was not sustainable. Staff now need to increase their knowledge and confidence to support the manager to provide consistently good interactions, spaces and experiences. We have amended the detail in the requirement made at the last inspection to assist the provider to make the required improvements. See requirement one in key question one 'how good is our care play and learning?'

Not met

Requirement 5

By 6 June 2022, the provider must ensure that children receive high-quality care and support through quality assurance systems that have clear priorities focussed on outcomes for children. Staff input and involvement must be central to this process.

To do this, the provider must, at a minimum ensure:

- a) An action plan is developed and implemented to provide a clear and robust plan for how the service will improve.
- b) There is a clear and manageable system for self-evaluation, auditing and monitoring are implemented for all areas of the service. These systems should be aligned to best practice guidance to support the manager and staff to drive forward and sustain improvements.
- c) The manager carries out formal reviews of staff performance.
- d) Audits of information recording systems are carried out to ensure they support the work of the service and keep children safe. For example, risk assessments, personal plans and the administration of medication.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure care and support is consistent with the Health and Social Care Standards, which state:

'As a child, I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance systems' (HSCS 4.19).

This requirement was made on 11 April 2022.

Action taken on previous requirement

The improvements made in the setting were a result of the manager's commitment to improving outcomes for children. The manager now had a clearer vision for the setting as they could see the impact the recent improvements were having on children's play and learning. Further work was needed to ensure recent improvements are sustained. In key question three 'quality assurance and improvement are led well' we have made an area of improvement so that quality assurance systems are further developed and improvements continued with staff, children and parent involvement.

Met - within timescales

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 support children to have positive eating experiences the provider, manager and staff should review their approach to mealtimes.

In doing so, at a minimum, consideration should be given to:

- Providing opportunities for children to develop everyday skills around food preparation, setting the table and safety.
- Staff are less task oriented and sit with children so they can be responsive to the children's needs.

Reference to the Care Inspectorate document 'Food Matters Nurturing happy, healthy children' and NHS Health Scotland's 'Setting the Table, the nutritional guidance and food standards' will offer guidance on this.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible' (HSCS 1.35).

This area for improvement was made on 11 April 2022.

Action taken since then

As noted in this report children were now provided with opportunities to develop everyday skills around food preparation, setting the table and safety. They were now involved in the setting of tables and were able to self-serve their own food. Staff sat with children which made mealtimes a more social and supportive occasion.

Therefore this area for improvement had 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?	3 - Adequate
1.1 Nurturing care and support	3 - Adequate
1.3 Play and learning	3 - Adequate
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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