

## Busy Bees @ Newhaven Day Care of Children

David Lloyd Leisure Centre  
Newhaven  
Edinburgh  
EH6 4LX

Telephone: 01314 674 647

**Type of inspection:**  
Unannounced

**Completed on:**  
9 November 2022

**Service provided by:**  
Busy Bees Nurseries (Scotland)  
Limited

**Service provider number:**  
SP2003002870

**Service no:**  
CS2003011942

## About the service

Busy Bees @ Newhaven is provided by Busy Bees Nurseries (Scotland) Limited and is registered to provide a day care of children service to a maximum of 66 children. This included:-

### WITHIN THE NURSERY:

To provide a care service to a maximum of 58 children aged 0 - Primary School age of whom no more than 26 shall be aged under 2 years.

### WITHIN THE CRECHE:

To provide a care service to a maximum of 8 children aged 0 - Primary School Age.

The nursery is located within the David Lloyd Leisure Centre in Edinburgh with local amenities and transport links nearby. The nursery accommodation is located on the ground floor and includes office space, toilet facilities, three playrooms and a creche room. Two of the playrooms have direct access to designated outdoor garden space.

## About the inspection

This was an unannounced inspection which took place on 2 November 2022 between the hours of 09.40 and 15.50. We also returned on 3 November 2022 between the hours of 9:30 and 15:30.

The inspection was carried out by two inspectors 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 to and interacted with children using the service
- spoke with staff, the manager and representatives of the provider including the quality advisor and area director
- observed practice, daily routines and children's experiences
- reviewed documents in the service
- took into account feedback we received from 12 families. We discussed the feedback we received from families with the manager and provider's representatives whilst maintaining confidentiality. Feedback included information about the children's progress and experiences, support received by the staff, children's personal plans and communication from the nursery.

We provided feedback to the manager and the provider's representatives including the area director and quality advisor on 9 November 2022 by video call.

## Key messages

The service was welcoming and children were settled, confident and engaged in their environment.

Staff knew the children in their care well. This meant that children's needs were supported effectively throughout the day.

Communication opportunities and information sharing with families took place through the use of an app, website and feedback at the end of the day.

Information was shared with staff to facilitate meeting children's care and support needs including any dietary requirements and medical needs.

Outdoor play experiences were routinely available throughout the day for the majority of children. Progress was to be made to further facilitate children in the turtle room to have routine access to outdoor play opportunities.

Quality assurance processes helped the manager and staff team to self evaluate and support a culture of continued improvement. These processes were to continue to be developed to outline the action taken to enhance children's experiences including any improvements to the environment.

## 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?	4 - Good
How good is our leadership?	4 - 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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### **Quality indicator 1.1: Nurturing care and support.**

Children experienced warmth, caring and nurturing approaches from staff. Staff knew the children in their care well and this meant that they were able to support children's individual needs effectively. When children were unsettled or needed additional help at different points of the day, they were sensitively supported, soothed and reassured by staff. For example, after a fall, settling in or when they became unwell. Some feedback we received from families outlined how caring, attentive and patient the staff were and the warmth and affection shown towards the children. At times, due to staff absences some staff, including the management team supported different playrooms within the nursery. Such changes were planned for effectively to ensure that children's experiences and their relationships with staff were maintained. This meant that children's wellbeing needs were being considered and met.

Children experienced mealtimes that were in an unhurried and relaxed atmosphere. Mealtimes in some of the playrooms were delivered either through two sittings or older children could choose when to eat once a space was available. Staff sat with children to support social interaction and provide help when needed. This helped provide an experience that focused on children's choice and individual needs. Staff were knowledgeable of how to keep children safe at lunchtime. This included the preparation of foods before serving children to minimise the potential of choking and also to support dietary requirements. Some children had the opportunity to be independent and serve their own drinks at the table. Further development was to be made to facilitate children's independence to be able to serve themselves at mealtimes as appropriate and with staff support.

Children's overall wellbeing was supported through regularly reviewing personal plan information with families. This included information about any medical or medication needs. This helped ensure that information was kept up to date and enabled staff to support children's individual needs. Some children's information was documented on different forms which were located in the office. Further developments to the personal plan documentation would help consolidate the information gathered. Where children had any medication needs, a copy of the strategies of support were also to be stored with the medication. These developments would enhance staff access to any relevant information to help support children's needs effectively.

Children who were due to move up through the nursery had settling in visits to their new room. Room transition booklets for families had been developed to support the sharing of information and preparing children for the change to their routine. This was further supported by a staff member from their current room accompanying them. When children moved rooms, a room transition form was completed to assist with the sharing of information between staff. This helped ensure that those children continued to get the right support from staff to reach their full potential.

### **Quality indicator 1.3: Play and Learning**

Children were able to have fun and experience a variety of play and learning experiences throughout the day. For example, woodland walks, arts and crafts such as making firework painting and drawing spiders

and outdoor play opportunities. This meant that they could lead their own play and make choices from a balance of experiences. Staff effectively responded to children's interests and play experiences through discussions and by providing additional resources. This helped to enrich children's learning and their thinking. For example, children worked together to problem solve when the cars kept falling off the ramp that they had made. Some feedback we received from families was in relation to the wide age range of children within the dolphin room. As a result, the management team were to provide further communication to families about how this was managed to take into account children's individual needs and stage of development.

At times during the inspection there were no children in the outdoor garden area despite the playroom doors been open. We acknowledged that this was children's choice and staff would then support this by going outdoors with them. However, not all children may know there is an option to choose to go outside by asking a member of staff. Further progress was to be made to monitor this by the management team to assess this to further support children's choice of outdoor play.

Staff skills and their planning approaches meant that children's play and learning experiences were responsive to their interests and life experiences. As a result, children were confident and engaged in their play. Children's experiences and their progress were assessed and evaluated by staff with some information and photographs shared online with families. Feedback from some parents indicated that their children enjoyed a variety of experiences including drawing, arts and crafts, books, stories, role play, musical instruments and singing. Feedback from families indicated that not all parents received regular online information about their child's experiences. Families also indicated that they would like the more frequent information about their child's progress and the opportunity to speak with their child's keyworker outwith the start and end of the day. Further progress was to be taken by the management to assess the consistency of the sharing of information with parents about their child's experiences and to consider further communication options with parents about their children's progress. This would help ensure that families are kept up to date with information about their child's play, learning and development.

## How good is our setting?

4 - Good

We evaluated this key question as good as there were a number of important strengths which, taken together, clearly outweighed areas for improvement.

### Quality indicator 2.2: Children experience high quality facilities

Children benefitted from a welcoming environment which was warm, well furnished and comfortable. The majority of rooms had access to plenty of natural light and ventilation to support children's wellbeing. The creche room did not have access to natural light or ventilation. We acknowledged that this space was used for a limited period of time each morning by families using the leisure facilities onsite. Children using this space did not have access to fresh air at this time and toilet facilities were located out with the room. Further progress was to be made by the management team in consultation with the landlord to consider potential improvements to the environment to enhance children's experiences.

To maintain safety, the environment was secure and staff ensured children were accounted for at all times as regular registers were also taken throughout the day. Daily risk assessments of the environment were carried out by staff to assess the safety and suitability of the environment. Where any issues were identified, these were recorded and reported to the management team. This information should be further developed to outline the action then taken as a result. This would support consistency to staff practice and any changes needed as a result to support child safety. For example, any housekeeping arrangements that

required attention including ensuring bins can be opened without touching the lids and are emptied regularly. This would help minimise the risk of cross contamination when children are independently accessing these after handwashing.

We acknowledged that there were aspects of the physical environment that were not in line with current best practice. For example, nappy changing facilities were located in the toilet areas for children. In the interim, staff were mindful of children's privacy and dignity when personal care routines were being carried out. Further action was to be progressed by staff to ensure that other children were able to access other toilets at this time. The management discussed that there were plans for the environment to be refurbished in the future. This was to take into account updated best practice guidance to enhance positive outcomes for children.

The indoor play areas were well presented and attractively set up with quality furnishings and resources. This supported children's stages of development and current interests and learning. The layout of the spaces also provided children with cosy and comfortable areas within the busy playrooms to enjoy a quiet space.

The outdoor garden areas which were accessed from the playrooms, had recently been refurbished. This had included the use of AstroTurf which meant that children could access these areas in all weathers. These outdoor spaces provided children with a variety of experience appropriate to their age and stage of development. This included the provision of loose parts resources to enable children to explore and lead their own play.

Access to the garden was difficult for the children in the turtle room and creche room due to the location of these spaces. We acknowledged that the turtle room could access space to the rear of the building, the starfish garden and active play opportunities in the leisure centre. Further progress was needed to consider the use of the designated areas for the turtle room to facilitate routine outdoor experiences in a purposeful space reflective of the stages and curiosity for the children. For example, providing further cosy spaces and areas for children who were not yet able to walk confidently.

## How good is our leadership?

4 - Good

We evaluated this key question as good as there were a number of important strengths which, taken together, clearly outweighed areas for improvement.

### Quality indicator 3.1: Quality assurance and improvement are led well.

There was a shared vision, values, aims and objectives for the nursery. This helped to inform staff practice and their understanding of the importance of meeting the needs of children and families. An improvement plan was in place which identified the services priorities for improvement. The management team were aware of the importance of involving staff and families to help influence change within the setting. This was achieved through a variety of methods including an open day for families and seeking feedback from parents and children. The action taken as a result of any feedback was also shared and displayed in the foyer. These processes supported a culture of self evaluation for improvement and kept people up to date with developments.

Team meetings and staff training opportunities helped staff to reflect on their practice, learning and development. For example, delivering excellence modules and staff identifying their next steps and goals for their professional journey. The management team also regularly observed and supported practice in the playrooms and this helped identify any areas of strength or improvement. These processes supported staff

to have high aspirations and the confidence to influence change. For example, some staff were responsible for key roles within the setting such as health and safety. Floor books were used to outline the evaluation of different topics including children's learning, medication, dietary requirements, first aid and risk assessment. As part of this, children's views were sought and documented to assess their knowledge and understanding.

Staff files demonstrated that safer recruitment processes were being followed. Further developments were needed to ensure that staff support and supervision documentation was fully completed including any actions identified or to be followed up. This would help ensure that these meetings were effective and carried out consistently.

The manager and provider representatives were committed to the ongoing improvements of the service. Quality assurance processes supported the manager and provider representatives to assess and identify areas for development. The quality assurance processes should continue to be developed to ensure that the action taken as a result is clearly documented. This would include the impact of quality assurance observations of children's experiences and the environment throughout the day or the follow up of any issues discussed in team meetings. For example, access to outdoor play experiences for the turtle room and aspects of the environment as outlined in this report in key question 2: How good is our setting? This would help ensure consistency of practice and demonstrate how changes made or planned enhanced outcomes for children.

To further support a culture of improvement and self-evaluation, we directed the manager to the Care Inspectorate's website and the 'The Hub' for access to Early Learning and Childcare Improvement programme. For example, the bitesize sessions on Personal Planning and Quality Improvement.

We reminded the manager and provider representatives of refreshing their knowledge and practice around notifications that are required by the Care Inspectorate. We directed the service to the guidance 'Records that all registered care services (except childminding) must keep and guidance on notification reporting.

## How good is our staff team?

**5 - Very Good**

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

### Quality indicator 4.3: Staff deployment

The manager and provider representatives recognised the importance of ensuring that the service was appropriately staffed throughout the day. The staffing levels and number of children in attendance were monitored throughout the day to help maintain high quality outcomes for children. This meant that arrangements were in place to promote continuity of care and minimise any impact on children. For example, the management team provided support within the playrooms when staff were on a break or during busy periods of the day.

There was a clear approach to identifying staff roles and responsibilities throughout the day. For example, who was responsible for carrying out the lunchtime routines and cleanliness of the playroom and frequently touched resources and surfaces. Staff also demonstrated that they were flexible in their approach to support team working to support positive outcomes for children. This included staff communicating effectively with each other when they were carrying out a specific task or role. This meant that other staff

were clear of their subsequent change to their role as a result. For example, staff supporting a child with personal care routines, taking a call from a parent or moving outdoors with children.

Due to staff absences, there were times when children had been relocated to a different playroom for a period of the day. The management team were aware of the impact that this may have for children's routine and the play and learning experiences at this time. Therefore, this had been carried out in consultation with the child, their family and they were with a known member of staff. Where such changes need to take place, the manager and provider representatives should continue to consider the impact of these for children's individual needs and interests. For example, if a child moves to the creche, there is no option for outdoor play opportunities at this time.

## 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

This area for improvement had been made as a result of an upheld complaint investigation.

The provider should ensure that when placements are allocated to any child with an additional support need; that the staff team can confidently use the agreed strategies to support that child effectively. Any changes to a child's care plan, must be agreed with all parties involved with the child's care.

This is to ensure care and support is consistent with Health and Social Care Standard 1.19: My care and support meets my needs and is right for me.

**This area for improvement was made on 13 September 2021.**

#### Action taken since then

During this inspection, we viewed the information currently held for children and discussed the action taken with the manager. Improvements had been made to registration process for children. This supported the gathering of detailed information to enable staff to plan for children's individual needs. For example attending additional training. Staff knew the children in their care well and were able to outline how their individual needs were supported. This area for improvement has been met. We have also outlined the ongoing progress being made in relation to children's personal plans in this report under Quality indicator in key question 1: How good is our care, play and learning?

#### Previous area for improvement 2

This area for improvement had been made as a result of an upheld complaint investigation.

The provider should ensure that all staff have access to a wide range of training opportunities to extend their knowledge and skills and improve outcomes for children. Any training provided should address the training needs identified within this report.

This is to ensure care and support is consistent with Health and Social Care Standard 3.14: 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.

**This area for improvement was made on 13 September 2021.**

#### Action taken since then

During this inspection, we viewed the information about staff training. We also discussed this with the manager and staff. An additional support for learning (ASL) coordinator was responsible for discussing and planning for how children could be supported by the service. This ensured better communication and consistency of practice including the involvement of other professionals as appropriate. This area for improvement has been met. Further progress was to be taken by the service to outline the specific additional support for training that had been achieved on the training overview sheet and the impact of this as part of the quality assurance systems. We have outlined this in this report under Quality indicator in key question 3: How good is our leadership?

## Complaints

Please see Care Inspectorate website ([www.careinspectorate.com](http://www.careinspectorate.com)) for details of complaints about the service which have been upheld.

## 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?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 ਵਿਚ 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.