

Busy Bees @ Kelvin Day Care of Children

West of Scotland Science Park
Block 9
Kelvin Campus
Glasgow
G20 0SP

Telephone: 01419 451 900

Type of inspection:
Unannounced

Completed on:
29 October 2025

Service provided by:
Busy Bees Nurseries (Scotland)
Limited

Service provider number:
SP2003002870

Service no:
CS2004064367

About the service

Busy Bees @ Kelvin Nursery is a purpose-built nursery situated in the grounds of the Science Park in the Maryhill area of Glasgow. The early learning and childcare service is in partnership with Glasgow City Council to provide commissioned places for children aged between three and five years and eligible two year olds.

The service can accommodate 101 children aged from birth to those not yet attending primary school. A maximum of 36 will be aged under two years. At the time of our inspection there were a total of 82 children present on the first day and 79 children present on the second day.

The accommodation consists of four large playrooms, three of them having direct access to an outdoor space. One large open plan area used for mealtimes, changing and toilet facilities for children and office, catering and staff facilities. The service is close to schools, transport routes, shops and community services.

About the inspection

This was an unannounced inspection which took place on 28 and 29 October 2025. The inspection was carried out by two inspectors from the Care Inspectorate. This inspection took place as a response to notifications that required further scrutiny. As part of our inspection, we assessed the actions taken by the service to ensure the protection, safety and wellbeing of children.

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
- reviewed feedback from 15 parents and carers whose children attend the service
- reviewed feedback from eight staff members employed in the service
- spoke with management and staff
- observed practice and staff interactions with children
- reviewed documents.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvement is necessary within 'Leadership'.

Key messages

- Following notification activity from the service the provider should review procedures to improve the recording and review of information within children's chronology records.
- Children were happy, settled and confident in the service.
- Kind and nurturing interactions from staff helped children feel welcome and supported positive relationships.
- Effective communication systems were in place to ensure key information was shared with relevant staff and families ahead of room transitions.
- Staff were active and engaged in the service improvement journey.
- The provider should make improvements to nappy changing facilities to support children's health, wellbeing, privacy and dignity.
- The recording of children's experiences should be improved to reflect children's learning and progression.

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

Leadership	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

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

Leadership 4 - Good

We evaluated this heading as good were several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Quality indicator: Leadership and management of staff and resources

The service had reviewed their vision, values and aims in consultation with children, their families and staff. We noted their suggestions had been taken forward. This sent a message that their thoughts and opinions were valued. The wall display in the reception area communicated the service's ethos, emphasising nurture, happiness, and fun. Observations confirmed these values were reflected in daily practice, contributing to a positive environment for children.

Staff were supported to engage in the settings improvement journey. We observed that progress was being made in their priority area of developing play opportunities for children. Although at the early stages, staff were also making progress in their priority of improving planning processes for children. Staff told us the progress they had made and how this was supporting the outcomes for children and their families.

A children's forum was established, providing an opportunity for children to express their views and contribute to decision-making. Their thoughts and feelings were sought and considered, particularly in relation to service improvements such as the development of the outdoor space. This inclusive approach reinforces to children that they are respected, their voices are heard, and their opinions genuinely matter.

Staff carried out peer observations and identified strengths in practice which was a positive first step in the quality assurance process. To build on this, all staff should be encouraged to record areas for improvement they observe. This will support with fostering a culture of continuous learning and development.

Parents were involved in self-evaluation through the use of a 'Two Stars and a Wish' approach, which encouraged them to provide positive feedback and suggest areas for improvement. During discussions with management, we recommended considering ways to communicate back to families about how their views and suggestions were being used. This sends a message that their thoughts and opinions are valued. Parents told us they are, "Asked for our feedback. My child sits on a children's forum" and "Often asked for feedback on nursery but outcomes not always clear."

Child protection procedures were in place. Staff had refreshed child protection training to strengthen their safeguarding practices and ensure any possible concerns were responded to appropriately. We reviewed child protection files. We discussed with management how the recording of information should be improved to include communication with stakeholders and reflect planned support and outcomes for all children. As this has the potential to compromise children's protection, safety and wellbeing, we have made an area for improvement (see area for improvement 1).

Staff were recruited safely in line with safer recruitment practices. Information about new staff members was shared with families to promote transparency and build trust. Each new staff member was supported by a mentor who had a clear understanding of their own role in guiding and supporting the inductee. An induction programme was in place to support new staff in developing a clear understanding of their roles, responsibilities, and effective ways of working to meet children's needs. Staff shared that they felt well-supported by management and their mentors and spoke positively about their experience. They valued having a mentor and felt confident seeking support from any team member, contributing to a welcoming

and collaborative environment.

Quality indicator: Staff skills, knowledge, values and deployment

All staff were supported to develop their skills and knowledge and accessed professional learning primarily through an online system. Most training had a positive impact, particularly the introduction of the new planning approach. Although at the early stages of implementation, staff were confident in applying this method. They demonstrated an understanding of how it supported quality play and learning experiences for children.

We observed children and staff washing their hands before and after mealtimes. However, some children did not wash their hands after outdoor play, and not all staff did so after personal care tasks of wiping children's noses. Additionally, some handwashing sinks were being used for other purposes. This practice increases the risk of cross-contamination. To promote children's health and well-being, handwashing sinks should be used exclusively for hand hygiene. We discussed this with management and these issues were addressed promptly. Staff were reminded of hygiene protocols, and corrective actions were taken before the inspection concluded.

Appraisals supported staff to review their skills and identify training needs. These were carried out regularly and were beginning to support staff in taking on leadership roles. More opportunities for staff to lead practice, share ideas with other settings, and collaborate has the potential to further improve positive outcomes for children and their families.

Staff were deployed based on their individual skills and experience, contributing to a diverse range of expertise across different environments within the service. Staff worked well as a team, which they identified as a key strength. Senior staff led each room, offering guidance and support that created a respectful, positive atmosphere. Their leadership fostered a supportive environment for everyone. Effective communication among staff ensured that daily tasks were carried out smoothly, resulting in responsive care for children. Parents told us, "Our child loves the staff and they have always been friendly and professional when we have interacted with them" and "They are very approachable. Always keen to give feedback about my [child's] day. They always seem very knowledgeable and adaptable."

Staff breaks were planned to minimise disruption to children's routines while ensuring staff had opportunities to rest and be refreshed. To further support the delivery of quality care during lunchtime, dedicated lunch staff were employed. Their role was to assist in meeting the individual needs of children, thereby maintaining continuity of care and promoting a calm, supportive environment.

To maintain continuity for children, staff absences were covered internally within the service or by staff from sister nurseries. While this approach supported consistent care, it had led to staff being reassigned between rooms or nursery settings. Such movements can impact the keyworker system, which is central to fostering secure relationships and individualised support for children. Management were aware of these challenges and was working to minimise disruptions. Staff told us they felt supported by management, particularly when additional assistance was required to meet the needs of individual children.

Areas for improvement

1. To keep children safe and protected the provider should ensure management and staff with lead safeguarding responsibilities are competent in the recording and reviewing of chronology records. Records should be updated with information to include outcomes to provide key staff with the information they need.

This should be in accordance with the services policies and procedures and the National Guidance for Child Protection in Scotland.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

Children play and learn 4 - Good

We evaluated this quality indicator as good were several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Play, learning and developing

Children were observed to be happy, engaged and actively participating in a variety of experiences. They demonstrated confidence and independence by leading their own play and learning, supporting their overall development and well-being.

There were meaningful opportunities for older children to enhance their language, literacy, and numeracy skills through story time, games, creative activities, and outdoor play. Younger children explored sensory, creativity and early numeracy concepts through sand and water play. They also developed fine motor skills by building and knocking down block towers, and gross motor skills through physical play both indoors and outdoors.

Families recently attended a parents evening where staff showcased the variety of play-based experiences children engage in. This event supported developing families understanding of how play supports learning and development. By highlighting experiences that are both challenging and enjoyable, the evening fostered trust and cooperation between families and staff, contributing to supporting children's well-being and holistic development.

Staff were actively engaged in play with children, with many interactions demonstrating responsive and a genuine connection. Some staff would benefit from further developing their ability of knowing when to step into play to support and challenge, and when to step back to allow children autonomy. Targeted professional development opportunities could enhance the quality of these interactions, enriching children's learning experiences and foster deeper engagement.

Older children's play was interrupted to bring all children together to join in tidy up time and large group activities. Additionally, children were required to wait for extended periods during transitions to lunch. Whilst this was a positive step in teaching children sociable skills for life this had the potential to impact on their wellbeing. Management and staff should review the routine of the day to be more responsive to children's individual needs and interests. Reducing waiting times and allowing for more flexible transitions could enhance children's experiences, support sustained play, and promote wellbeing.

Management and staff had reviewed and were developing their planning processes. Although still in the early stages they had made a positive start. Planning was tailored to each child, with specific targets to support their progress. The plans captured children's play experiences and learning and were clearly linked to curriculum guidelines.

At our previous inspection we made an area for improvement for the recording and documenting of children's learning and progression. A digital platform was being used to support communication and share information of children's learning and development. Some observations evidenced children's progress well and next steps for learning were identified. However, the approach to the recording of observations was inconsistent. Some observations did not capture children's skills as effectively and lacked meaningful next steps for developing children's learning and development. Further monitoring of the new planning approach and reflection time would support staff to develop their skills in observations to enhance gathering children's progress over time. As this has the potential to compromise children's play and learning we have continued to make an area for improvement. For further information refer to 'Outstanding areas for improvement,' area for improvement 1.

Children are supported to achieve 4 - Good

We evaluated this quality indicator as good were several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Nurturing, care and support

Children were happy and confident in their environments and had developed friendships which supported children's growth and development. Staff knew their children and families well and had created a warm and welcoming environment supporting children and their families to feel valued.

Children's care and learning routines were delivered with kindness and compassion from staff who were nurturing and caring towards children. This supported children to feel safe, secure, and contributed to the positive relationships they had with staff. Almost all parents provided positive feedback and parents told us, "I trust Busy bees. I trust the staff. They know my daughter well. She enjoys going and has formed meaningful attachment to the staff" and "My child feels happy secure and cared for. I feel comfortable that their needs are being met and really appreciate the open communication with the staff."

Staff worked effectively with parents and carers to plan for children's transitions. They had effective communication systems in place to ensure key information was shared with relevant staff ahead of transitions. This supported continuity in children's care, play, and learning. Transitions were thoughtfully tailored to meet the individual needs of children and their families, which promoted children's emotional security and well-being.

Staff were sensitive and respectful when providing personal care, such as cleaning children's faces and wiping noses, which supported their privacy and dignity. At our previous inspection we made an area for improvement for younger children's nappy changing facilities to support children's health, privacy and dignity. No changes had been made to the nappy changing facilities. As this has the potential to compromise children's rights, we have continued to make an area for improvement. For further information refer to Outstanding areas for improvement,' area for improvement 2.

Lunch was a relaxed and unhurried experience with staff supervising children, contributing to a safe mealtime experience. There were opportunities for older children to make choices, be independent and responsible. Staff demonstrated a clear understanding of children's individual dietary requirements, ensuring meals were appropriate and safe. This supported children's health, safety, and wellbeing. We made suggestions to support with lunch being a more sociable experience for older children with more

opportunities for staff to sit with children during the experience. This has the potential to further enhance their sense of belonging and support their individual needs.

Personal plans were in place for children and developed in partnership with families. These were reviewed regularly and reflected children's current needs and any changes over time. Contributing to enabling staff to support and meet children's individual needs. Children with additional needs had support plans in place. These could be further strengthened with clear strategies and targets to support children's development and progression.

Children's medicine was clearly labelled and stored safely. Health care plans were in place for children to support children's health and well-being. We suggested the service review their short-term administration record to include information of the dosage of medication that has been administered to support children's health and well-being. This is in accordance with Care Inspectorate guidance 'Management of medication in daycare of children and childminding services.' We were confident that the management team would review this following our inspection.

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's play and learning the manager and staff should ensure individualised personal plans capture progression in learning and support children to reach their full potential. This should include but not be limited to the recording of identified next steps and the tracking of children's learning and progression.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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 area for improvement was made on 10 January 2024.

Action taken since then

A digital platform was being used to support communication and share information of children's play and learning with families. Observations recorded linked with curriculum frameworks. Some observations evidenced children's progress well and next steps for learning were identified. However, the approach to the recording of observations was inconsistent. Some observations did not capture children's skills as effectively and next steps were vague and did not offer specific strategies for developing children's learning and development.

The area for improvement had not been met Please refer to 'Children play and learn' for further information.

Previous area for improvement 2

The provider should improve the nappy changing facilities to take account of Care Inspectorate guidance on Nappy changing for early learning and childcare settings (excluding childminders).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS 1.4).

This area for improvement was made on 10 January 2024.

Action taken since then

No changes had been made to the nappy changing facilities to take account of Care Inspectorate guidance on Nappy changing for early learning and childcare settings (excluding childminders).

Previous plans of refurbishment had been postponed. Management shared projected plans for the refurbishment and told us they were in consultation with relevant stakeholders to take the plans forward.

The area for improvement had not been met Please refer to 'Children are supported to achieve' for further information.

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

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Staff skills, knowledge, values and deployment	4 - Good

Children play and learn	4 - Good
Playing, learning and developing	4 - Good

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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