

# Busy Bees Glasgow Lenzie Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
4 March 2026

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

**Service provider number:**  
SP2003002870

**Service no:**  
CS2024000432

## About the service

Busy Bees Glasgow Lenzie is a purpose built double storey nursery in the Woodilee Village of Lenzie in the northeast of Glasgow. The early learning and childcare service is in partnership with East Dunbartonshire Council to provide commissioned places for children aged between three and five years and eligible two year olds.

The service can accommodate a maximum of 93 children not yet attending primary school at any one time. No more than 27 are aged under two years, with no more than 12 of these children aged between zero to one years of age. The service can increase the zero to two year capacity to no more than 39 under two's. If they reduce the two to three year capacity to 15 when required. No more than 30 are aged two years to under three years and no more than 36 are aged three years to those not yet attending primary school full time. At the time of our inspection there were a total of 77 children present on the first day and 81 children present on the second day.

The accommodation consists of five large playrooms with additional breakout spaces for children. The lower level provides access to secure gardens with lower level children's playrooms having direct access. The service has a lift, 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 3 and 4 March 2026. The inspection was carried out by three inspectors on the first day and two inspectors on the second day 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
- reviewed feedback from 15 parents and carers whose children attend the service
- reviewed feedback from 11 staff members employed in the service
- spoke with senior management, 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 the 'Leadership' section of this report.

## Key messages

- The provider must review staffing levels, staff deployment, and the timing and pattern of children settling to ensure children's care, safety and wellbeing.
- Improved leadership capacity and targeted staff support are needed to ensure consistent and positive outcomes for children.
- Children experienced bright, welcoming, well resourced and furnished spaces.
- We identified improvements that would minimise infection risks and support children's health and wellbeing.
- Children showed confidence, independence and positive friendships that supported their development.
- Mealtimes were a relaxed and unhurried experience with staff supervising children, contributing to a safe mealtime experience.
- Staff knew their children and families well, creating a warm and welcoming 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

Leadership	3 - Satisfactory / Adequate
Children thrive and develop in quality spaces	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 3 - Satisfactory / Adequate

### Quality indicator: Leadership and management of staff and resources

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Management and staff were in the process of reviewing their vision, values, and aims. These had been reviewed in consultation with staff, with plans in place to engage families in the next stage of the process. Involving children and families' supports a shared sense of ownership and helps ensure the service's direction continues to reflect the needs and aspirations of its community. We observed that the values of nurture, care, inclusion and equality were reflected in practice, contributing to a positive environment for children.

Management were leading with changes to the service, including play environments and partnerships with parents. Staff told us these changes were positive and were contributing to improvements. We observed the positive impact these developments were having to support improved outcomes for children. Management were mindful of the pace of change and had planned further developments. These included improvements to mealtimes and the implementation of responsive planning processes. This has the potential to improve outcomes for children.

Following complaint activity, we made areas for improvement to ensure children's safety and wellbeing in relation to staffing levels and their deployment. This included staff's capacity to meet children's individual needs and provide support during settling in periods. We observed that two playrooms were not meeting the minimum adult to child ratios for a period of time during the morning. In addition, further staffing were required to support children's emotional wellbeing and ensure that all children's needs were met consistently. As this has the potential to compromise children's safety and wellbeing, we have made a requirement (see requirement 1). For further information refer to 'Outstanding areas for improvements.'

Following complaint activity, we made an area for improvement to ensure management had time to lead, develop room seniors' skills and provide targeted support, particularly in the under twos. We identified management were required to provide cover across playrooms on a regular basis, particularly during staff lunch breaks. We observed occasions where some senior staff were leading their playroom however this was not consistent across the service. As this has the potential to compromise children's care, play and learning we have continued to make an area for improvement (see area for improvement 1). For further information refer to 'Outstanding areas for improvements.'

A parents' forum had been established, providing valuable opportunities for parents to share feedback and receive information about the service. Parents views were actively sought and considered, particularly in relation to service developments. We could see that several of their suggestions had been implemented. This collaborative approach reinforced that parents' thoughts and opinions were valued.

The service monitored aspects of the service, identifying strengths and areas for improvement that contributed to positive outcomes for children. Management could further strengthen monitoring by introducing more robust auditing processes for medication and the auditing of accident and incidents. This should include trends in accidents and incidents and supporting preventative measures that promote children's health, safety, and wellbeing. Management agreed and we were confident these would be taken promptly by the management team.

## Requirements

1. By 29th May 2026, the provider must ensure that children are safe and their needs are met through effective staff deployment. To do this, the provider must, at a minimum:

- (a) ensure that staffing levels consistently meet the needs of children throughout the day, including during sleep periods and staff breaks
- (b) ensure that staff are effectively deployed to ensure children's emotional and physical wellbeing is supported at all times
- (c) ensure that staff work collaboratively and with clear direction to meet the individual needs of children
- (d) ensure that staff recognise and act upon children's communication cues in a way that meets their individual needs
- (e) ensure that the arrangement of the timing and pattern of new babies settling is planned and implemented in a way that ensures children's care, safety and wellbeing from staff.

This is in order to comply with section 7(1)(a) of the Health and Care (Staffing)(Scotland) Act 2019.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state, 'My needs are met by the right number of people' (HSCS 3.15).

## Areas for improvement

1. To ensure children receive high-quality care, play, and learning experiences, the provider should ensure that effective leadership is in place to support staff in their roles. This should include, but not be limited to: ensuring senior leaders have sufficient time and capacity to carry out their quality assurance and staff support responsibilities; supporting room leaders to develop the skills, experience, and confidence required to lead their teams effectively; providing targeted support in areas of identified need, particularly in the under twos department, to ensure consistent and positive outcomes for children.

This is to ensure care and support is consistent with Health and Social Care Standards, which state: 'I use a service and organisation that are well led and managed' (HSCS 4.23).

## Children thrive and develop in quality spaces **4 - Good**

**Quality indicator: Children experience high quality spaces**

**We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.**

Children were cared for in an environment that was bright, welcoming and clean. The playrooms were furnished to a high standard and included natural resources which helped create calm and relaxing environments that promoted children's wellbeing. Indoor and outdoor environments were safe and secure for children and the service was well maintained to protect children from harm.

There was ample space for children to engage in play independently or in groups. Play spaces were homely and there were cosy spaces for children to rest and relax. Toys and resources were organised to support children's interest, choice and curiosity and were accessible to children. Children were able to participate in experiences that reflected their preferences. In addition, they had access to comfortable breakout spaces which provided further opportunities to support children's emotional wellbeing.

Management and staff had reflected on the design of its play spaces and implemented changes to enhance children's play and learning experiences. Staff reported that these adjustments had been positive and were contributing to ongoing improvements. We observed the positive impact these were having in supporting improved outcomes for children.

We discussed with management the importance of involving children in influencing the design and use of their environments when making further changes. Engaging children in this process would reinforce the message that their views are valued and that they play an active role in shaping their play and learning spaces.

Children's health and wellbeing were supported through regular access to outdoor play, providing opportunities for fresh air and physical activity. Older children had free-flow access to an outdoor area for most of the day, which enabled them to make choices about their play based on their preferences.

In the nursery gardens, children engaged in positive risk taking and challenging play. The apparatus and loose parts materials provided opportunities for children to build their confidence, resilience and problem solving skills.

Sheltered outdoor areas provided protection from most weather conditions, ensuring children were comfortable and experiencing fresh air. This supported children's emotional wellbeing. In addition, children had opportunities to use the nearby community basketball area and play park, further supporting their physical development and movement. Parents told us, "Kids are always outside despite the weather which is great," and "The garden has excellent facilities, and the setting of the nursery is fantastic, with playgrounds and easy access to park areas and nearby woodland walks."

We observed infection prevention and control practices should be improved to support children's health and wellbeing. Some children and staff were washing their hands to prevent the potential spread of infection. However, this was not consistent across the service. Handwashing was not always carried out before and after mealtimes, or after staff carried out tasks of personal care of wiping children's noses. In addition, laundered items and materials were not always stored appropriately. These meant that children were at risk of pathogens spreading and the risk of infection. As this has the potential to compromise children's health and wellbeing, we have made an area for improvement (see area for improvement 1).

### Areas for improvement

1. To ensure children are protected from the potential spread of infection, the provider should ensure infection control practices promote a safe environment for children.

This is to ensure that care and support is consistent with Health and Social Care Standards, which state that: 'My environment is secure and safe' (HSCS 5.17).

## Children play and learn 4 - Good

**Quality indicator: Play, learning and developing**

**We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.**

Children were confident within their environments and had developed friendships that supported their social and emotional growth and development. They were happy and engaged in a variety of experiences. Children demonstrated confidence and independence by leading their own play, which supported their overall development. One child told us, "I like coming to nursery, I like jumping in muddy puddles." Parents told us, "My [child] participates in a wide range of age and stage appropriate activities that supports their development" and "The most positive aspects are the well-rounded approach to development, the strong emphasis on outdoor play, and the encouragement to explore, learn new things, and engage in creative, stimulating play."

Younger children had opportunities to develop their language and communication skills through songs and story time. They were also developing their fine motor skills through experiences such as exploring building blocks, and sensory skills when playing with musical instruments. Older children used their imagination, creativity, and curiosity skills when playing with paper planes and engaging with construction resources, such as the garage and crane. Children also took part in activities including painting and making playdough, which supported the development of both language and early numeracy skills.

Staff were engaged in play with children and many interactions demonstrated responsiveness and connection. These positive engagements contributed to a supportive environment for children's learning and development. Some staff would benefit from further developing their ability to follow children's interests as play naturally evolves, with a stronger focus on the process rather than the end product.

Enhancing skills in extending children's thinking and play would enable staff to capture learning more effectively and identify meaningful next steps. Targeted professional development opportunities focusing on high quality interaction strategies have the potential to improve the consistency and depth of these engagements, enriching children's overall learning experiences.

All children had opportunities to play and learn outdoors to support their health and wellbeing. Children were engaged in experiences of cycling on bikes, mark making using chalk, balancing and climbing on loose parts materials of crates and blocks. These experiences supported children's physical development and movement.

Management and staff had reviewed and were continuing to develop their planning processes. Planning was responsive to children's interests and supported with the development of a wide range of skills, with clear links to curriculum guidelines. Families were invited to share their knowledge. This information was used to inform and adapt plans, valuing families' contributions to their children's play, learning and development.

Online learning journals were used to support communication and share information of children's play, learning and development. Some observations clearly evidenced children's skills, learning and progress. However, the quality and approach to the recording of observations were inconsistent. Some entries were more descriptive of the experience rather than focusing on the learning. Observations often lacked meaningful next steps to support children's ongoing development. Continued monitoring of the new planning approach, along with dedicated reflection time, would support staff to strengthen their observation skills and enhance how children's progress is captured over time.

## Children are supported to achieve 4 - Good

### Quality indicator: Nurturing, care and support

**We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.**

Children's care and learning routines were delivered with kindness and compassion from staff. Staff were kind and respectful towards children. This nurturing approach helped children feel safe and secure and contributed to the strong, positive relationships they had formed.

Staff knew their children and families well, creating a warm and welcoming atmosphere supporting children and their families to feel respected and valued. Parents agreed and told us, "The staff members are great, my child loves going into nursery in the morning, they are happy and full of smiles. They formed friendships with the other children in their class" and "The staff are very friendly, fun and kind. I feel like they genuinely care about my child."

We observed that babies were settling into the nursery environment and some became upset during this time. Staff were trying hard to comfort, console, and reassure them through cuddles, play and gentle distraction. However, staff were not always able to consistently meet all children's individual needs. At times additional staff would have helped ensure that all children received the support and comfort they needed. As this has the potential to compromise children's care, support and wellbeing we have made a requirement in 'Leadership and management of staff and resources' (see requirement 1). For further information refer to 'Outstanding areas for improvements.'

Mealtimes were a relaxed and unhurried experience with staff supervising children, contributing to a safe mealtime experience. Older children had opportunities to develop independence and responsibility; for example, they poured their own drinks and cleared away their plates. We discussed with management that opportunities for choice and independence could be further enhanced by introducing the self serving of meals for children.

Children enjoyed social interaction during lunch by sitting with friends and chatting. We suggested ways to make lunch more sociable, including creating more opportunities for staff to sit with older children. The service should continue to progress its plans to further improve the overall mealtime experience.

Children's medication was clearly labelled, administered and stored safely. Health care plans were in place to support children's health and wellbeing. We discussed with management the importance of ensuring that any new children requiring medication have this in place from their first day of attendance. Medication was available by the second day of our inspection and we were confident that the management team would continue to take this forward.

Personal plans were in place for children and developed in partnership with families. They were reviewed regularly and most were relevant and responsive to children's current needs and any changes over time. Children with individual support plans had 'passports to success', celebrating their achievements. This contributed to enabling staff to support and meet children's individual needs. Some personal plans could be improved with regular updates and the recording of clearer information to support children who are settling into the service. This would support with ensuring their individual needs are consistently met. As this has the potential to compromise children's care, support and wellbeing we have continued to make an area for improvement (see area for improvement 1). For further information refer to 'Outstanding areas for improvements.'

## Areas for improvement

1. To ensure children receive high-quality, nurturing care and support through their daily experience, the provider should ensure that staff effectively use personal planning to support children during settling-in periods and meet their emotional wellbeing needs.

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

## 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 ensure children experience high-quality, nurturing care and support, the provider should ensure that: staffing levels consistently meet the needs of children throughout the day, including during sleep periods and staff breaks; staff are effectively deployed to ensure children's emotional and physical wellbeing is supported at all times; staff work collaboratively and with clear direction to meet the individual needs of children.

This is to ensure care and support is consistent with Health and Social Care Standard 3.155: My needs are met by the right number of people.

**This area for improvement was made on 4 November 2025.**

### Action taken since then

Management were continuing to recruit staff to the service, with two prospective staff members currently undergoing safe recruitment checks before commencing employment in the service.

Review of staff rotas showed that, on most days, staffing levels operated at the minimum required adult-to-child ratio throughout the nursery day. Management advised that they were actively seeking to recruit lunchtime cover but had encountered challenges in doing so. As a result, management were required to provide cover across playrooms, meaning that additional staff were not always available at key times, such as during staff breaks.

We observed two playrooms were not meeting the minimum adult-to-child ratios for a period of time in the morning on the first day of our inspection. Additional staff were deployed to the service to support compliance with minimum staffing requirements. We observed improvements to staffing levels on the second day of our inspection with relief staff deployed in the service.

Staff were working hard to meet babies' individual needs and provide comfort to children who were upset. However, at times, additional staffing was required to support children's emotional wellbeing and ensure all children's needs were met consistently.

The area for improvement had not been met. Please refer to 'Leadership' section for further information.

### Previous area for improvement 2

To ensure children receive high-quality care, play, and learning experiences, the provider must ensure that effective leadership is in place to support staff in their roles. This should include, but not be limited to: ensuring senior leaders have sufficient time and capacity to carry out their quality assurance and staff support responsibilities; supporting room leaders to develop the skills, experience, and confidence required to lead their teams effectively; providing targeted support in areas of identified need, particularly in the under twos department, to ensure consistent and positive outcomes for children.

This is to ensure care and support is consistent with Health and Social Care Standard 4.23: I use a service and organisation that are well led and managed.

**This area for improvement was made on 4 November 2025.**

#### Action taken since then

Management were required to provide cover across playrooms on a regular basis, particularly during staff lunch breaks. This significantly reduced the time and capacity available for management to effectively carry out their quality assurance responsibilities and to provide robust support and oversight to staff.

We observed occasions where some senior staff demonstrated leadership skills within their playrooms; however, this was not consistent across the service. Further development is required to strengthen senior staff's skills, confidence and ability to lead their playroom teams effectively.

The area for improvement had not been met. Please refer to 'Leadership' section for further information.

### Previous area for improvement 3

To ensure children receive high-quality, nurturing care and support through their daily experience, the provider must ensure that staff: have the skills and experience to provide consistently warm, kind and compassionate care to children; recognise and act upon children's communication cues in a way that meets their individual needs; effectively use personal planning to support children during settling-in periods and meet their emotional wellbeing needs.

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 4 November 2025.**

#### Action taken since then

We observed children received warm, kind, and compassionate care, and staff responded appropriately to their communication cues. However, this quality of interaction was not consistent throughout the day.

Personal plans had been completed by families to support children as they settled into the service. Staff shared additional information with us to explain how they supported some children's emotional wellbeing during the settling period. However, this information had not been recorded within the children's personal plans. Improved recording would support more consistent care and ensure that all staff are aware of individual children's needs.

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

## 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

Leadership	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	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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