Busy Bees @ Heritage House
Day Care of Children

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Type of inspection:
Unannounced

Completed on:
16 November 2023

Service provided by:
Busy Bees Nurseries (Scotland) Limited

Service provider number:
SP2003002870

Service no:
CS2003006067

About the service

Busy Bees @ Heritage House is a day care of children service in a suburban area in the Southside of Glasgow. The service is in partnership with Glasgow City Council to provide commissioned places for children aged between three and five years.

The service can accommodate 77 children. The age range of the children is no more than 45 children are aged zero to under three years, of those 45 no more than 34 are aged zero to under two years and of those 77 no more than 32 are aged 3 years to those not yet attending primary school full-time.

The accommodation consists of four playrooms, two of them having direct access to outdoor play areas for physical play and outdoor learning. There is 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 15 and 16 November 2023. 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 with children using the service
- reviewed feedback from 12 parents and carers who attend the service
- reviewed feedback from nine staff members employed in the service
- spoke with the manager, area director, quality improvement manager and staff
- observed practice and staff interactions with children
- reviewed documents.

Key messages

- Staff used kind and nurturing approaches which made children feel loved, safe and secure and contributed to positive relationships.
- Lunch was a relaxed, unhurried and sociable experience for all children in the service. The service had made improvements to the lunchtime experience for older children.
- Children had fun indoors and outdoors and were happy. Experiences provided were child led.
- Management and staff should review and improve the opportunities available for older children for free flow access to the outdoor environment.
- We identified improvements that would enhance the safety of the environment for children's health and wellbeing.
- The manager was confident and knowledgeable, had a clear improvement vision and was leading with improved changes to the service.
- Management must ensure safe recruitment checks are in accordance with best practice guidance and completed prior to staff working in the service.
- Children benefited from a skilled staff team who worked very well together.

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?	4 - 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? 4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality indicator 1.1: Nurturing care and support

We evaluated this quality indicator as very good, where significant strengths supported positive outcomes for children.

Staff had developed a nurturing ethos in the service and this was evidenced through their very warm and caring approach towards children. The interactions between staff and children were responsive and engaging. We observed children approaching staff for cuddles and staff responded by providing cuddles. This helped children feel loved, safe and secure. Almost all parents who provided feedback strongly agreed they were confident staff were nurturing and responsive to their child's needs. One parent who provided feedback shared with us, "Excellent staff - kind, caring and professional. Great communication. Settled my daughter in with care and attention, which was very reassuring for me. Lovely setting." Another parent who provided feedback shared with us, "All staff are extremely warm and friendly. They are very attentive, regularly update the app to communicate how our children are getting on during the day and give additional insightful feedback when we collect our children in the evening. The activities organised throughout the day are fun as well as often very educational."

Children were happy and had developed friendships which enhanced their wellbeing. They were confident in their environment and were familiar with nursery routines. We observed some children approach staff for support. This showed they felt comfortable.

New children were settling into the service and children were in the process of transitioning into new playrooms. Visits were tailored to meet children's individual needs. This supported children and their families to settle at a pace that was right for them. Staff supported children with room transition visits by visiting the new room with them contributing to continuity and supporting children into their new environment. Key information about the children was shared using transition records. This provided new room staff with information to support the child and has the potential to meet children's individual needs.

Parental involvement was a priority in the services improvement plan. The service had created a parent partnership calendar where parents were invited to attend events of coffee mornings, stay and play sessions, parent evenings and a curriculum night. Parents and carers were also informed of any news, updates and information on the service using bi-monthly newsletters. This supported partnerships with parents and carers. The manager shared with us her plans to continue to develop relationships and her vision of partnership with the local community.

Older children benefitted from a rolling lunchtime experience. Lunch was a relaxed, unhurried and sociable experience for children who were engaging in quality conversations with staff who were sitting at their table. Older children were self-serving lunch, encouraging children to be independent and responsible. Babies were being supported by staff and encouraged to feed independently. Support was provided by staff for babies requiring this. The provider had made improvements to mealtimes to support children being offered a nutritious meal. Menus were designed from a nutritionist and a second option was available for

children. The nursery chef provided two sittings of meals for three to five year old children. This supported with the rolling lunch time experience contributing to meals being hot for all children.

Children were provided opportunities to rest and sleep contributing to their wellbeing. Sleep routines were responsive to children's individual needs and children were provided with comforters. Safe sleep practice was followed.

Staff knew the children well and confidently described children's individual needs and how they were supported. Staff collaborated with external professionals to meet children's needs to discuss and share next steps and strategies. Personal plans were in place for children. These contained the information that staff needed to meet children's needs and were reviewed regularly with parents.

Children with medical conditions were well supported. Children's medicine was clearly labelled and administered safely. Effective, safe procedures were in place to ensure children's health care plans were reviewed and kept up to date.

Quality indicator 1.3: Play and learning

We evaluated this quality indicator as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children were having fun and engaged in a variety of experiences both indoors and outdoors. They had good opportunities to lead their own play and learning which impacted positively on their development and wellbeing. We saw children playing and interacting with each other and staff were joining in quality interactions with children. There was a balance of spontaneous and planned activities for children. Children used a range of resources to support their play and learning.

Play experiences indoors and outdoors provided opportunities for children to develop their skills in language, literacy and numeracy. Opportunities were available for children to be creative in their play and support children's curiosity. We observed children joining in experiences of sand play, arts and crafts and provocations were accessible to children. Younger children were having stories read to them, singing and looking for bugs in the garden. Older children were engaging in a bear hunt experience. Children were supported to develop their cognitive and problem-solving skills through appropriate timing of questions relevant for the age and stage of individual children. One parent who provided feedback shared with us, "The nursery offers a range of activities for the children. They have a range of outside play and learning through different activities, including messy play/books/animals/blocks and science!!!" Another parent who provided feedback shared with us, "From reviewing the app and speaking with the class leaders there appears to be a focus on learning while playing and then understanding why they do what they do. Every day is a different activity and my daughter is always engaged when she arrives home."

All children had opportunities for outdoor play. Children from the three to five room generally went outdoors and came back indoors as a room all together. All children within the tweenie room were brought indoors together despite having direct access to their outdoors space and could choose when to be indoors or outdoors. We discussed with management reviewing the systems for outdoor play to enable children more freedom in their choice for play. This has the potential to improve outcomes for children.

The planning process involved staff creating individual plans for children based on their needs and interests. Staff shared this information with parents who have the opportunity to comment and provide feedback. Trackers are in place for children to show their learning and progression. The service had recently made

changes to their planning for older children to include being more responsive to children's interests and a focus on the curricular areas of literacy, numeracy and health and wellbeing. Staff told us the changes were beneficial and the planning was more interactive and child centred. Management and staff shared with us they were about to begin trialling new planning in the tweenie room which would be more reflective of the Scottish Government guidance 'Realising the Ambition.' Management and staff should continue to reflect on the new planning methods and the impact this will have for children.

An online platform was being used and updated regularly and enabled parents to see the experiences their child was participating in. While the information on these was detailed and explained the purpose and learning achieved, they could be more individualised to each child and capture children's next steps. This could lead to improvements in measuring children's progress.

How good is our setting? 4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in an environment that was bright and welcoming. Key information about the service was displayed to help parents feel well informed and included. Staff photographs and biographies were displayed within playrooms so that parents and carers knew who was caring for children.

There was ample space for children to play independently or in groups and join in experiences which were of interest to them. There were cosy areas for children to rest and relax should they chose to do so. This has the potential to support children's health and wellbeing. Organisation of play spaces in the tweenie and three to five room enabled free flow access to play areas. Children were free flowing confidently and independently between the spaces within their playrooms. This contributed to supporting children to lead their own play.

We observed the organisation and storage of toys and resources including natural materials promoted curiosity and supported children's choices. We discussed with management the babies would benefit from additional toys and resources to support their play and learning. Staff also shared they felt the babies would benefit from having more resources. Management responded by ordering new resources during the inspection. One staff member who provided feedback shared with us, "there could be more materials provided for the children to be able to explore within the rooms and also during provocations." Another staff member shared, "this nursery setting offers a wide variety of experiences and resources to help stimulate and engage with the children. The staff members take on board the children's interests and provides learning opportunities to further develop their knowledge and understanding."

We discussed with management an area we identified where safety could be improved. We saw three radiators in the tweenie playroom did not have a radiator cover. The heating was on due to the colder weather and with no covers there was a risk of child injuring themselves should they touch the heater when hot. The manager took steps to resolve this and covers were in place prior to the completion of the inspection. The manager showed us areas of the nursery that needed decoration and where replacement skirting boards were needed. We observed were there had been a leak in the laundry cupboard and tweenie nappy changing area. The manager reported these areas were drying out and would then be decorated.

The manager discussed with us the provider had made improvements to ventilation with the repairs to windows which we also observed to be open during the inspection.

During the inspection a visit took place from the services estates personnel to plan for refurbishment of the service with the management team. The manager shared with us she was improving procedures with the recording of maintenance information using a maintenance log and recording the completion of these. This will contribute to outstanding repairs being easily identifiable, for any follow up action to be taken. Parents who provided feedback shared with us, "Great setting that is well maintained and provides plenty of space for the number of children" and "all rooms and outdoor play areas are inviting and well maintained." One parent shared with us, "more funding to fix issues like faulty door or the parent portal." During the inspection we did not identify faults on a door and the manager shared with us they were not currently aware of any problems with the parent portal.

Outdoor environments were safe and secure and there were opportunities for risky and challenging play. There were areas of shelter to support children in their play in different weathers. Children were also taken on outings in the local community to include a local play park and the library. Children in the baby and tweenie room had direct access to outdoor play spaces.

All staff who provided feedback strongly agreed I follow clear procedures to prevent the spread of infection. We observed tables were cleaned before and after mealtimes. Staff were wearing personal protective equipment of aprons when supporting children with mealtimes. Children and staff washed their hands when returning from outdoor play. Older children washed their hands before and after mealtimes contributing to supporting children's health and wellbeing.

How good is our leadership? 4 - Good

We evaluated this key question as good as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Quality indicator 3.1: Quality assurance and improvement are led well

The manager was visible, friendly and approachable to children, families and staff. One parent who provided feedback shared with us, "The management team are very approachable and always available to chat to." Another parent who provided feedback shared with us, "Always approachable, know all the children and parents by name. Any issues we have raised have been addressed and resolved right away."

Staff told us the manager was supportive and spent time in playrooms. The manager was confident and knowledgeable. She had a good understanding of where the service was and what needs to be done for continued improvement. The service had an improvement plan in place to support with improvements in the service. Staff were involved in the process and were able to contribute their ideas and suggestions. We could see progress being made, leading to improvements in the areas of literacy, staff training and partnerships with parents.

Regular room and team meetings took place. Staff meetings enabled management and staff to discuss the service being provided, the improvement plan and staff training. Staff told us they were listened to, had opportunities to contribute and share their thoughts and ideas and felt included in decision making. One to one meetings also gave staff the opportunity to discuss progress, support and training. Staff shared with us the value of attending meetings and training. One staff member who provided feedback shared with us, "I

feel that the management are supportive and approachable and actively involve staff in decision making and ways to improve the nursery and practices. Management are responsive to fresh ideas and taking them forward is encouraged."

The manager was aware of the importance of involving parents and carers in self-evaluation to help influence change within the service. Families and children's views were sought through questionnaires and the service had created a 'you said we did' display to inform parents of the changes that had been implemented from their suggestions. Children leaving the service were supported to complete a questionnaire gathering their thoughts on the service. We discussed the service could record how their feedback was used and taken forward to improve the service.

The service had quality assurance systems in place to include monitoring and auditing records. The service had identified from a recent audit that an additional reference was needed for a member of staff. Two references had been provided from the same employer. The manager had asked for an additional reference to be provided and was waiting for receipt of the reference to ensure all staff were recruited safely. We looked at the services accident and incident records. We discussed with the manager improving the auditing of accidents and incidents and recording any steps taken to minimise accidents and incidents within the service.

Senior staff had been involved in the monitoring of playrooms. This had led to strengths and areas for improvement being identified. We asked the manager and staff to re-visit areas that had been identified for improvement. This will ensure that progress is made to improve outcomes for children and families.

How good is our staff team? 5 - Very Good

We evaluated this quality indicator as very good, where significant strengths supported positive outcomes for children.

Quality indicator 4.3: Staff Deployment

The management team recognised and valued the importance of ensuring the service was always appropriately staffed. The staff team had undergone changes which resulted in a high number of new staff to the service since their previous inspection. The service had taken onboard feedback from parents in relation to the staff changes. They were sharing information of the staff team within newsletters, and of room teams in staff boards within playrooms. Almost all parents who provided feedback strongly agreed there are always enough staff in the setting.

The staff team provided a wide range of skills and experience to the service within and across playrooms. Staff deployment worked well to support the needs of the children. We observed examples of communication and team working taking place between and within play spaces. Staff were respectful to one another in their interactions, responding to requests for support and thanking each other for this. Staff told us they worked well as a team. One staff member who provided feedback shared with us, "Staff work well together and support each other on a daily basis, staff work to improve outcomes for the children and share ideas and resources." One parent who provided feedback shared with us, "My son feels completely at ease in Busy Bees Heritage House. The staff are so kind to him and he really enjoys his time there. When he comes home, he asks when he gets to back to see his friends and this is testament to the staff!" Another parent shared with us, "the staff are brilliant, from cleaners to management!"

Effective communication between staff ensured children were still provided with the support they needed

when staff were engaged in other activities. The addition of lunchtime support staff enabled children's independence, wellbeing and safety at this critical time of the day.

An induction programme had supported new staff to develop a better understanding of their roles, responsibilities and best ways of working to meet children's needs. Staff told us this involved reading the service policies and procedures and the sharing of information of children's needs. Staff undertake probationary reviews and was an opportunity to discuss their progress, support and training needs with management. Staff told us they felt the induction process was beneficial in helping them get to know the children and their role expectations.

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

The provider should ensure children are offered a nutritious meal, in line with best practice guidance "Setting the Table."

This is to ensure that care and support is consistent with Health and Social Care Standards which state that:
1: "I experience high quality care and support that is right for me."
1.33: "I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning."

This area for improvement was made on 5 November 2021.

Action taken since then

Menus were designed from a nutritionist and a second meal option was available for children. The nursery chef provided two sittings of meals for three to five year old children to support with the rolling lunch time experience contributing to children being offered a hot meal.

Appropriate portion sizes were provided for children and extra food was available.

The area for improvement had been met.

Previous area for improvement 2

The provider should pursue the planned ventilation window repairs/issues and implement guidance and procedures relating to Covid-19.

This is to ensure that care and support is consistent with Health and Social Care Standards which state that:
4.11: "I experience high quality care and support based on relevant evidence, guidance and best practice."

This area for improvement was made on 5 November 2021.

Action taken since then
Windows were repaired in the service and we observed these being open during the inspection.

Covid-19 guidance is no longer required of any early learning and childcare service.

The area for improvement had been met.

Previous area for improvement 3

The provider should continue to pursue the planned staff recruitment process.

This is to ensure that care and support is consistent with Health and Social Care Standards which state that:
4: "I have confidence in the organisation providing my care and support."
4.14: "My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event."

This area for improvement was made on 5 November 2021.

Action taken since then
New staff had been recruited to the service and there were enough staff to meet children's needs. Please refer to 'How good is our staff team?' for more information.

The 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?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - 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

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