Busy Bees @ Livingston Village
Day Care of Children

1 Quarrywood Court
Livingston
EH54 6AX

Telephone: 01506 460 785

Type of inspection:
Unannounced

Completed on:
27 March 2025

Service provided by:
Busy Bees Nurseries (Scotland) Limited

Service provider number:
SP2003002870

Service no:
CS2003011936

About the service

Busy Bees @ Livingston Village provides a daycare of children service in Livingston within West Lothian and is provided by Busy Bees Nurseries (Scotland) Limited. The service is registered to provide a care service to a maximum of 104 children not yet attending primary school at any one time. Of those 104 no more than 36 are aged under 2 years.

The nursery is in partnership with West Lothian Council to offer funded places. Children are cared for in five playrooms, across three bungalows. Children have access to garden areas for outdoor play. The service is in a residential area close to shops, parks, and other amenities.

About the inspection

This was an unannounced inspection which took place on 26 March 2025 between 09:30 and 17:00 and 27 March 2025 between 09:30 and 13:00. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed children using the service
- spoke with children attending the service
- received feedback from 17 families
- spoke with the staff and management team
- observed practice
- reviewed documents

Key messages

• Children experienced warm, caring and nurturing approaches to support their overall wellbeing.
• Children's independence, privacy and dignity was promoted through well considered interactions from staff.
• Children had fun as they experienced very good quality play experiences.
• Children had daily opportunities to play outdoors.
• Children, families, and staff benefitted from a committed and motivated leadership team.
• There was scope to further reflect on practice through self-evaluation processes to develop a continuous cycle of improvement.
• Children benefitted from a caring and nurturing staff team, who were enthusiastic and committed to providing a positive experience for the children.

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 quality key question as very good.

1.1 Nurturing care and support

Children experienced kind, caring and nurturing approaches to support their well-being. Staff were proactive in supporting children with comfort and reassurance when needed which contributed to children feeling loved, safe and secure.

Children's independence, privacy and dignity was promoted through well considered interactions from staff. Younger children were encouraged to dress themselves, for example putting on their slippers or shoes. These opportunities encouraged perseverance and success. When children required support for personal care, interactions were respectful and warm, fostering a calm and caring experience for children. This promoted children's security, confidence and helped build positive relationships between children and staff. Children's wellbeing and comfort was provided for. This included appropriate opportunities to meet younger children's need for sleep, rest and relaxation.

Children's overall wellbeing was supported through effective use of personal planning. Families worked in partnership with staff to ensure effective information sharing. As a result, staff had a very good knowledge of children's holistic needs, which enabled them to provide continuity in their care. Chronologies were in place for children which allowed information to be reviewed and identify if further strategies are required.

Children were provided with appetising and nutritious snacks and homemade meals. One parent commented, 'There is always a good, healthy selection of food at meal times'. Children had a positive, unhurried mealtime experience which included time to build nurturing relationships with staff as they sat with children. Older children were effectively supported to develop independence skills as they were able to make choices and self-serve their lunch. Consideration should now be given to support children to be involved in meal preparation and menu planning.

Children benefited from their families being warmly welcomed into the service. They were enabled to support their children to settle in. Establishing good working relationship with parents was important to the staff. Almost all parents strongly agreed or agreed that they had a strong connection with the staff caring for their child. There was daily communication with families at drop off and collection time as well as online updates. Parent comments included, 'The staff are absolutely fantastic. The relationships they build with the children are exceptionally strong. [Staff] has supported us a lot with our 4 year old through the years - she's fantastic' and 'I chat with the staff in the morning and evening when I drop off/pick up my child and through the app they provide, the staff are helpful and friendly'. This contributed to creating positive attachments between children and staff, and enabled opportunity for information to be shared between nursery and home.

1.3 Play and learning

All children had fun and were engaged in play experiences that were meaningful and relevant. Children were actively leading their play and learning through planned and spontaneous play experiences. Older children could make choices about which areas they wanted to play in, including an inviting, well-resourced and accessible craft area and a block play area that supported curiosity and creativity. As a result, children were actively engaged in their play and learning. Younger children were provided with interesting and exciting opportunities to promote their schematic and sensory play. This ensured they were fully engaged in experiences that were developmentally appropriate for them.

Play experiences were in place to support children to develop skills in language, literacy and numeracy. Staff were available to children for storytelling and discussions. This supported children's enjoyment of literacy and the development of their talking and listening skills. Staff's spontaneous singing created a sense of joy and supported the youngest children's language development. Numeracy opportunities were offered throughout the environment. For example, recipe cards in the home corner and playdough recipes in the craft area provided with meaningful mathematical experiences.

Younger children experienced interactions that created anticipation and delight as staff promoted a sense of fun and excitement. Staff carefully gave children appropriate time to respond. They were responsive to children's requests in their play and supported at appropriate times. This contributed to children feeling valued and having the ability to lead their own learning by following their interests. Some staff used effective questioning to extend and develop children's individual learning. This promoted children's independence and confidence in their play. Staff should continue to develop questioning to extend learning.

Children's participation in a variety of experiences was evidenced within floorbooks. We noted some entries were descriptions of activities and there was scope to enhance how children's views and opinions contributed to learning. The staff were keen to further develop the floor book to evidence depth and progression in learning and empower children to have more ownership of their play.

Staff were knowledgeable about children's individual development. Very good quality observations demonstrated children's progress and learning across a variety of play experiences. Staff had identified next steps for children; however, these were broad and not easily measured. This meant that children's progress may not always be recognised. Almost all families felt well informed and involved in their child's progress. Their comments included, 'We enjoy seeing the varied activities that the children are involved in with age appropriate boundaries and independence', 'I also get frequent updates in their apps with lots of photos', and , 'parent's evenings or consultations would be nice to see to allow us a more in depth understanding of our child's learning and development but I believe that is to come as part of the improvement plan'.

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

The premises offered a calm, warm and welcoming environment. All playrooms were clean, tidy and well-maintained spaces that had plenty of natural light for children to play and learn. We discussed with the service ways in which they could improve the homely feel to their playrooms. For example, the use of effective lighting to make some playrooms feel cosier and more comfortable.

Children were engaged in their play throughout the inspection. Play opportunities supported children's curiosity and creativity. Children freely accessed age-appropriate toys and resources to extend their play. Careful consideration had been given to furniture in each playroom to ensure children could participate in all activities and experiences with appropriately sized furniture.

Children had daily opportunities to play outdoors. There were opportunities for older children to experience more physical play experiences, helping to extend their gross motor skills. We observed children having fun investigating and problem solving as they created their own obstacle course. This contributed to children being confident when playing outdoors. Younger children accessed an area with age appropriate equipment. For example, push along and ride on toys and low level sandpit. One parent commented, 'Our child loves to be outdoors and there is ample opportunity for them to play outside with different activities, not just playing but learning too and incorporating different skills into this outdoor play'.

There were infection prevention and control procedures in place which supported a safe environment. For example, the service was clean and well maintained. We observed most children being supported to understand the need for good hygiene and hand washing at necessary times. This contributed to minimising risks of infection for both the staff team and children. However, we highlighted some infection, prevention and control issues within the nappy changing facilities which meant the area could not be cleaned effectively. This had been identified by the service who were in the early stages of a planned refurbishment.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

3.1 Quality assurance and improvements are led well

Children, families, and staff benefitted from a committed and motivated leadership team. They promoted high aspirations for children through a shared vision. This created a happy and welcoming ethos in the service, promoting a positive atmosphere for children to play and learn. The positive ethos meant staff were proactive in taking a shared responsibility for change and improvement. This meant children benefitted from a staff team who were motivated and responsive to meeting their needs.

Children and families had some involvement in influencing positive change within the service. The manager told us gathering views and opinions of children and families had been identified as part of the service's ongoing improvement work. Through regular questionnaires, families have had the opportunity to feedback ideas towards the development of the service. One parent told us, 'We are given the chance to give feedback regularly through forms etc but we feel the manager is very approachable for feedback and appreciates when parents talk to her about their thoughts'. To support the service to identify future priorities in collaboration with all stakeholders, they should now consider innovative ways to involve children.

A collaborative approach towards quality assurance and improvement was a priority for the leadership team. Most quality assurance processes ensured aspects of the service were being reviewed and monitored in a focused and meaningful way. There was scope to further develop some quality assurance processes, such as monitoring of accidents and incidents, to ensure that children consistently experience high quality care and support.

The improvement plan had identified relevant priorities to be actioned. The service had made some progress in relation to the identified areas for improvement, for example, improving parental involvement. The service should ensure priorities are focussed and measurable to allow effective monitoring and tracking of progress. There was scope to further reflect on practice through self evaluation processes to develop a continuous cycle of improvement.

The manager and staff fully engaged in the inspection process and appreciated the guidance and suggestions offered by the inspectors. They demonstrated their commitment to the service and were motivated to make improvements to ensure positive outcomes for children.

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 quality key question as very good.

4.3 Staff deployment

Children benefitted from a caring and nurturing staff team. Staff were enthusiastic and committed to providing a positive experience for the children in their care. They were warm, friendly and responsive in their approach and demonstrated positive team working, which promoted a happy and secure environment for children. They modelled positive social interactions, both verbal and nonverbal, supporting children to develop an understanding of relationships. Families shared with us, 'Staff are really welcoming and friendly. They make me feel very comfortable' and 'Always very approachable and interested in the children as individuals. Very professional and great attention to detail'.

The deployment and levels of staff within the service were appropriate to ensure effective care and support for all children throughout the day. Staff were deployed in a way that enabled them to respond to children with care and attention. As a result, children benefitted from very close attachments with staff.

Most families told us that there were always enough staff in this service to meet their child's needs. One parent told us,' There is always someone when dropping the children off or picking them up to speak to me. The staff are constantly engaging with the kids when I'm in the room'. In addition to this, staff breaks were well managed across the day to ensure children's routines were not interrupted. For example, staff were present at key times of the day to support children, and their breaks were managed around this. Where staff absences occurred, relief staff from sister nurseries were given an overview of children's needs, this supported children to receive consistent care.

Overall, the ethos between team members was positive and interactions between staff were kind and respectful. This helped create a positive atmosphere for both staff and children to feel comfortable and secure in. Staff communicated well with each other when a task took them away from their designated area. For example, they would inform each other when leaving the room or when attending to a child's needs.

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

Improved monitoring of medication is needed to identify any issues and to keep children safe and well.

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

'I use a service and organisation that are well led and managed.' (HSCS 4.23).

This area for improvement was made on 8 June 2023.

Action taken since then

Monitoring of medication systems had been developed and implemented to support the safe administration of medication.

This area for improvement has been met.

Previous area for improvement 2

Quality assurance systems should develop to establish an effective culture of continuous improvement that ensures positive outcomes for children.

This should include but not be restricted to;

a) developing an effective improvement plan that tracks and evaluates progress;
b) make effective use of self evaluation to help assess quality and inform improvement; and
c) improve recording of quality assurance that involves staff and provides them with constructive feedback.

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

'I use a service and organisation that are well led and managed.' (HSCS 4.23).

This area for improvement was made on 8 June 2023.

Action taken since then

A culture of continuous improvement was evident which supported positive outcomes for children and families. Effective quality assurance systems had been developed and implemented. For example, a relevant improvement plan supported meaningful change to take place. Quality assurance processes were

effective to enable staff to confidently reflect on practice. This meant that changes implemented resulted in improvements. There was scope to further develop self evaluation to create a continuous cycle of improvement.

This area for improvement has been met.

Previous area for improvement 3

Staff should continue to develop their skills and knowledge through broad training in order to ensure that children receive high quality care and are supported to thrive.

Staff should also deepen their understanding of key early years guidance and embed best practice in their daily work with the children.

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

'As a child, I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3:14).

This area for improvement was made on 8 June 2023.

Action taken since then

Children experienced high quality care as staff had a very good understanding of current best practice. They had developed their skills and knowledge through a range of training and a number of staff members were undertaking higher-level qualifications. As a result, children experienced very good care, play and learning.

This area for improvement has been met.

Previous area for improvement 4

The service should ensure all children are cared for and kept safe by safely recruited and skilled staff. At a minimum they should ensure that:

a) all staff in the setting have been recruited in line with 'Safer Recruitment through Better Recruitment' guidance; and
b) implement effective systems to monitor and support staff practice during their induction period.

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

'I am confident that people who support and care for me have been appropriately and safely recruited.' (HSCS 4.24).

This area for improvement was made on 8 June 2023.

Action taken since then

Children are kept safe as staff had been safely recruited in line with Safer Recruitment through Better Recruitment' guidance. Effective systems were in place to support staff practice during their induction period. Experienced staff provided mentoring to new staff and an induction program, using the National Induction Resource, supported them in their role.

This area for improvement has 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?	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

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