Busy Bee's Childcare
Day Care of Children

Glenrinnes Community Centre
Glenrinnes
Dufftown
Keith
AB55 4DB

Telephone: 01340 821 255

Type of inspection:
Unannounced

Completed on:
20 December 2021

Service provided by:
Dawn-Marie Clark

Service provider number:
SP2009010241

Service no:
CS2009194406

About the service

The service was registered with the Care Inspectorate on 1 April 2011.

Busy Bee's Childcare is registered to provide a care service to a maximum of 16 children at any one time, of whom no more than 3 are aged under 2, no more than 5 are aged 2 to under 3 and no more than 8 are aged 3 to not yet attending primary school.

The service operates from Glenrinnes community centre, situated in a rural location. It has its own secure outdoor play area to the side and rear of the building which can be accessed from the rear of the hall/ playroom.

We compiled the report following an unannounced site visit to the service on 10 December 2021. During this inspection we spoke with the manager and staff briefly, observed the care given by the staff and viewed personal plans. We completed the inspection using telephone to speak with staff, and telephone and e-mail to seek the views of parents. We also viewed written documentation electronically. The inspection was carried out by one inspector.

As part of this inspection, we took into consideration Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19 with a specific focus on Quality indicator 5.2: Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator in Theme 1 Quality Care and Support.

What people told us

There was a total of eight children present at the time of the inspection. The positive and nurturing relationship that staff had established with the children helped them to feel cared for and safe. Children had play experiences that supported their wellbeing and development, which included free flow (indoor/ outdoor play) and woodland/country walks.

A couple of children told us that they liked playing outside and their trousers and coats and hats kept them warm and welly boots stopped their feet getting wet. A child told us that the ground was hard and showed us how they could break the ice by stamping on it. Another child was keen to show us how they had made a road for the toy car from pieces of wood and track and a child told us they were drawing a picture of their mummy.

Parents told us that overall they were happy with the level of communication. They felt involved in all aspects of their child's care through regular review of the personal plan and daily conversation with staff. They enjoyed looking at the social media platform and seeing children playing and enjoying different activities both indoors and outdoors. The friendly and welcoming approach of the manager and staff made it easy for them to raise any queries and they always received a response.

Specific comments included:

'love the outdoor space and the focus on loose parts, staff are responsive to my child's needs and know them well'
'my child is now more adventurous with their food thanks to the meals they have at the service'
'I really like the service and my child loves their time there'

'I am more than happy, I think their outdoor area is great allowing the children to play outdoors and learn outdoors'

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We discussed their own plans for improvement and quality assurance processes.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	4 - Good

What the service does well

Staff had developed positive and nurturing relationships with the children and their responses helped them to feel cared for and secure, to manage their emotions and understand what was happening. Children were able to move around the play areas safely. Consideration was being given to play materials being accessible to the children through wider use of open storage units More open ended resources (any item that can be used in a range of ways) were also being introduced to inspire children's imagination and exploration.

We saw that information in the personal plan reflected the child's needs and it had been kept up to date. Parents told us that they had been involved in creating and reviewing their child's personal plan with their child's key-worker. They considered that meaningful communication helped them to feel that staff knew their child well and that their needs were being supported. The manager and staff had worked with families, so that other agencies such as health and early intervention services had been involved to help provide the right level of support. This aligned with the Getting It Right for Every Child (GIRFEC) where a holistic approach helped the child to get the best start in life.

Families were also invited to share in their child's learning and progress and the welcoming ethos of the setting helped them to feel valued and included. Parents told us that they were happy with the different forms of communication such as e-mail and a protected social media page. The small size of the service meant that staff also provided an update of their child's day at pick up such as sleep, nappy changes and food/drink intake. The service was at the early stages of embedding a new method of observation and assessment that incorporated the views of parents. Parents told us that they were pleased with their child's learning and gave us examples of how they had seen their child's speech, fine motor and counting skills develop since being at the setting.

Children's physical, emotional and social wellbeing was being promoted at snack and mealtimes. Children sat together in a group, in the company of staff; it was a calm and pleasant experience that encouraged good eating habits and independence skills.

Children were able to choose to play outside in the fresh air for variable periods and enjoy activities that extended their experiences and learning. We saw that children were confident in putting on the right clothing with support from staff where needed. Children had fun climbing and balancing on logs, exploring and breaking the ice and sitting in the shelter listening to and joining in with a story. A child was having fun making different sounds on the music wall that consisted of a variety of different items, such as pots, baking trays and colander. Children also went for woodland walks that surrounded the rural setting where they were able to explore the natural environment.

We were satisfied that the service had appropriate infection control procedures in place to support a safe environment for children. Such as, children being supported to wash their hands well, good ventilation of the premises and outdoor activities.

The manager had attained a qualification relevant to their role; they continued to gain confidence and knowledge and found the guidance and support from the local authority beneficial. Informal and formal systems of support for staff, enabled them to discuss their personal and professional development, and staff meetings helped to keep staff up to date with changes. The service improvement plan (SIP) identified priorities for development linked to the document How Good is Our Early Learning and Childcare (HGIOELC). It included outdoor learning, risky play and quality observations. There had been recognition of the benefits of including parents as partners and staff in the process to obtain different viewpoints and ideas.

What the service could do better

When observing the children we were aware that on occasions staff missed opportunities to engage children in play and extend their interests and learning. We discussed this with the manager in relation to where staff were positioned and how consideration of assigned areas of responsibility can be helpful.

To support the safe management of medication/treatment we advised the manager to have medical protocols provided by a health professional.

We advised the manager that having the SIP on the team meeting agenda would assist with monitoring of the improvement programme. Formal practice/peer discussion would also enable staff to reflect on practice as a team; we referred the manager to Realising the ambition Section 6. We acknowledged that observations of practice by the manager was also a focus on the SIP.

We suggested that the quality assurance calendar was revisited so that it was manageable in planning when quality assurance activities needed to be undertaken, and clearly defined responsibility such as key-worker staff, cook or individual staff assigned to the role.
Ref: https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-and-publications/early-learning-and-childcare-improvement programme/

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

The manager and staff should review the personal plan for the child at least every 6 months with parents and children, wherever possible, so that support provided is meaningful and with a view to promoting best outcomes and wellbeing. This is to ensure that care and support is consistent with the Health and social Care Standards which state 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) and If I am unable to make my own decisions at any time, the views of those who know my wishes such as my carer, formal or informal representative, are sought and taken into account.

This recommendation was made on 22 May 2018.

Action taken on previous recommendation

The manager and staff had ensured that the personal plan was updated at least every 6 months and information was meaningful and supported best outcomes for the child.

Inspection and grading history

Date	Type	Gradings	
22 May 2018	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed Not assessed 4 - Good
3 May 2016	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
17 Apr 2014	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
21 May 2013	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 3 - Adequate
30 May 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 4 - Good 4 - Good
19 May 2010	Announced (short notice)	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 3 - Adequate 3 - Adequate

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