Busy Bees at Edinburgh Broughton Day Care of Children

127 Broughton Road
Edinburgh
EH7 4JH

Telephone: 01315 575 675

Type of inspection:
Unannounced

Completed on:
23 November 2023

Service provided by:
Busy Bees Nurseries (Scotland) Limited

Service provider number:
SP2003002870

Service no:
CS2019372911

About the service

Busy Bees at Edinburgh Broughton is part of Busy Bees Nurseries (Scotland) Ltd, a private limited company delivering early learning and childcare. The service is registered to provide a day care of children service to a maximum of 88 children at any one time aged from five months to not of an age to attend primary school.

The service is provided from three premises. The numbers of children who can be cared for within each is as follows: A maximum of 27 children at any one time aged from three years to not yet attending primary school may be cared for in 127 Broughton Road, Edinburgh EH7 4JH. A maximum of 46 children at any one time aged from five months to not yet attending primary school of whom no more than 30 are under two years may be cared for in 3 Beaverhall Road, Edinburgh EH7 4JQ. A maximum of 15 children at any one time aged from two years to not yet attending primary school may be cared for in 4 Beaverhall Road, Edinburgh EH7 4JQ.

The nursery is in the centre of Edinburgh. Each of the three buildings are close together and have has an entry system supporting accessibility for families. One of the buildings had its own secure garden with the others having a shared garden space.

About the inspection

This was an unannounced inspection which took place on Tuesday 21 November 2023 from 08:45 to 16:30 and on Wednesday 22 November from 9:00 to 14:45. 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:

- spoke with children using the service
- spoke with staff and management team
- took account of feedback we received from four families
- observed practice, and daily routines and children's experiences
- reviewed service documents.

We provided feedback to the management team on Thursday 23 November 2023 by video call.

Key messages

• Warm and responsive interactions by staff contributed to children feeling happy, safe, and secure.

• Children benefitted from a staff team that was committed to providing good quality care and support.

• The team should continue to develop their approach to planning to ensure that it is child led and responsive.

• Quality assurance processes were in place and should continue to be monitored to ensure they are consistently purposeful to aid improvements.

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?	4 - 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 where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing Care and Support

Children experienced warm and responsive care and were generally happy and having fun. They were warmly welcomed into the setting on arrival, and we observed kind and respectful interactions. All parents agreed with the statement 'Overall, I am happy with the care and support my child receives in this setting'. One parent told us, "The environment is extremely nurturing".

Personal plans supported children's individual care and support needs and reflected families' personal preferences. Staff demonstrated how well they knew the children and were able to talk through strategies of support in place for individual children. For example, communication plans for children with English as a second language. However not all strategies had been recorded within the plans. We discussed the importance of keeping this information up to date to ensure a continuity and consistency of care, in meeting children's individual needs.

Good sleep routines and habits were promoted to support children's emotional security. Cosy areas with dimmed lighting and calm music helped staff to settle children. Safe sleeping practices were followed, and children were regularly checked as they slept. Where children needed personal care such as changing of nappies, permissions were asked, and interactions were warm and caring. This promoted children's confidence and was respectful of their dignity and privacy.

Children were offered nutritional, well-balanced meals and fresh drinking water was available throughout the day to support children to stay hydrated. Staff demonstrated a good knowledge of children's allergies, intolerances, and preferences. These were well managed with the use of coloured plates and designated staff to serve and supervise their meals. Children were encouraged to develop new skills as they collected their plates and self-served their food, however this was not always consistent. The service should continue to develop mealtimes to give children a sense of responsibility and ownership of routine.

Quality Indicator 1.3: Play and Learning

Children were actively leading their own play and learning, engaged through a range of play experiences. Interests were followed through a balance of spontaneous and planned opportunities. Staff showed enthusiasm in their interactions with children to support their learning. We saw children enjoying playing individually and in friendship groups "Burying treasure" Looking for dinosaurs" and "Finding icebergs as big as the nursery". Parents all agreed with the statement 'Children have opportunities to be involved in meaningful, interesting and fun play experiences'.

Observations of children's progress and development were shared with families through an online digital platform. We found that they varied in quality and consistency. They did not yet evidence depth and progression in learning. These should be further developed to support children to reach their full potential. Floorbooks were used to capture and record children's participation in activities and experiences. For example, 'People who help us' and South African kite day. These should be more accessible to provide opportunities for children to discuss share and recall events.

Children's literacy and numeracy skills were supported by staff who used opportunities to follow children's interests in numbers, writing and shapes. At times this could be adult directed. Staff should provide opportunities for exploration in a variety of ways, for example during routines of the day and not limited by formal methods.

Staff provided lots of encouragement and praise when children were trying something new, supporting their confidence and self-esteem. Some staff used effective questioning to extend children's thinking skills and promote language development. This was an area of ongoing development for staff within their professional practice. Staff were as a team following a training programme linking theory to active play and learning opportunities. This would help support and develop staff skills and knowledge, to provide more depth of learning for children.

Children regularly accessed the local community which enhanced their learning opportunities, for example walks to local parks, and for older children a recent trip to the fire station. This developed their understanding of their wider world and supported their wellbeing and sense of belonging. Risk assessments for outings were being reviewed and updated. We encouraged these should be done in a timely manner to prevent restrictions to children's experiences in the community.

How good is our setting? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 2.2: Children experience high quality facilities

Children benefitted from a welcoming environment which was warm, well-furnished, and comfortable. Quiet, cosy spaces were available for children to rest and relax during the day, which supported their overall wellbeing. Improvements had been made to the layout of playrooms which meant core resources were more accessible. This gave more opportunities to stimulate curiosity and learning.

Overall staff demonstrated good infection control procedures, including supervising children during hand washing, before mealtimes, after providing personal care, and when cleaning surfaces. However, this was not always consistent, and we saw staff using wet facecloths with no soap. We reminded staff soap and running water is best practice for all handwashing to reduce infection spread. Toilets in two of the playrooms were being used by both children and staff, which was not in line with best practice guidance. When we raised this, the manager and staff addressed the issue immediately and a satisfactory solution was shared with us.

Playrooms were well-resourced and the varied range provided opportunities for children to develop their creativity and imagination. We asked staff to ensure enough water and sand was available to make play purposeful for children. House play was popular, and children told us they were making "dinner and toast". Children enjoyed dressing up and one child told us they were "Elsa, the princess". The area would benefit from further real life dressing up, for example hats, scarves, and bags.

Children enjoyed outdoor play and engaged with a range of resources including construction play, hula hoops, balls and climbing opportunities. The outdoors had been identified as an area of improvement and plans for further resources were to be introduced. This would offer further challenge and curiosity for children.

Information about children and their families was kept in a safe and secure manner in line with general data protection regulations (GDPR). This upheld children's rights to confidentiality and contributed to a sense of trust between the setting and families.

How good is our leadership? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 3.1: Quality assurance and improvement are led well

The management team worked closely together and were committed to continuous improvement within the setting. Staff morale was high, and staff told us they felt supported by the management team and their views were valued. Families agreed with the statement 'I am confident the setting is well managed'.

Children benefitted from a culture of continuous improvement as the identified priorities for improvement for the setting were outlined in the improvement plan. The priorities were clear, realistic, and achievable and had led to improvements in outcomes for children. These included training, parental involvement and improving outdoor play. Staff told us they had been involved in the development of the plan. This meant there was a team ownership of improvements within the service.

Quality assurance identified a range of tasks to improve the quality of the service, including important aspects of practice, for example, regular monitoring of staff practice and child experiences. The management team should ensure these processes are benchmarking against best practice and purposeful to identify and address issues. Staff recorded accidents and incidents however, there was not an overall monitoring and auditing process. We discussed with the management team the need for formalised monitoring and reviewing to ensure systems were effective.

Staff showed commitment to the continuous development of the service and found team meetings and staff training opportunities helped them to discuss practice and development. Staff felt opportunities for short morning meetings would also be helpful to share and discuss daily updates of children's ever-changing needs.

How good is our staff team? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 4.3: Staff deployment

Staff worked well together to create a welcoming environment for children. They communicated in a respectful way and spoke with enthusiasm about their roles. All parents agreed with the statement 'I am confident that staff have the appropriate skills, knowledge and experience to care for my child'. One parent told us "Staff are friendly, caring and professional".

The management team recognised the importance of ensuring that the service was appropriately staffed throughout the day. There was a varied working pattern for staff which ensured the full day was covered effectively. The management team covered within rooms during busier periods to provide a continuity of

care. The layout of the buildings could be challenging to ensure good communication of movements across the rooms. However, staff had acquired walkie talkies and told us this had been a positive means of communication.

Staff had a good mix of skills, and experience to meet children's needs. However due to the layout of rooms it meant staff could be alone in rooms for some periods throughout the day. We discussed ways that staff deployment ensured new and less experienced staff had time with peers throughout the day. This would reinforce best practice and provide time to reflect and build knowledge and skills.

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	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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