Beith Hive Childcare Ltd
Day Care of Children

Beith Primary School
Glebe Road
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Telephone: 07932934190

Type of inspection:
Unannounced

Completed on:
24 April 2026

Service provided by:
Beith Hive Childcare Ltd

Service provider number:
SP2023000200

Service no:
CS2023000311

About the service

Beith Hive Childcare Ltd is an out of school care service provided by Beith Hive Childcare Ltd. The service is located within the grounds of Beith Primary School and operates from a classroom within the school building. Planned access is also available to a breakout space directly outside the classroom and to the school gym hall. The service is registered to provide care to 30 children of primary school age at any one time. At the time of our inspection, there were 34 children registered to attend the service.

About the inspection

This was an unannounced inspection which took place on 21 and 22 April 2026 between 15:00 and 18:00. The inspection was carried out by one inspector 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 electronic feedback from three parents/carers
- spoke with staff, management and the quality assurance officer
- observed practice and daily life for children
- reviewed documents
- assessed core assurances, including the physical environment.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

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.

Key messages

• Staff created a welcoming and nurturing environment where children were happy, engaged and enjoying their time at the service.

• The quantity and quality of resources had improved, resulting in higher levels of children's engagement in play.

• A clear leadership model and scheme of delegation were in place, supporting accountability and continuity of leadership.

• Planning processes should be further developed to consistently reflect children's ideas, interests and evolving play experiences.

• Quality assurance systems were in place and should continue to be embedded to drive continuous improvement and enhance outcomes for children.

• Personal plans were in place for all children to support their health, safety and wellbeing needs. The service should now consider ways to further record parental involvement.

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	4 - Good
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 4 - Good

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.

Quality indicator: Leadership and management of staff and resources

The service had a clear vision, values and aims in place. The vision to provide safe, nurturing spaces, alongside a strong focus on play based and child led approaches, was consistently reflected in practice and had a positive impact on children's experiences. The leadership team identified plans to further align the service values with those of the provider group's community projects. As a result, the service was well positioned to strengthen its identity with the wider community. To build on this, the leadership team should ensure that children and families are meaningfully involved in future reviews so that their views and aspirations continue to shape service development.

Improvements had been made to ensure a clear and effective scheme of delegation was in place when the manager was not present in the service. As the manager was not in attendance daily, roles and responsibilities were clearly defined, including the leadership role of the senior practitioner and the day to day responsibilities of practitioners. Each team member's daily responsibilities were shared with children and families through a well presented communication board. This promoted continuity of care, clarity in leadership and reassurance for children and families that the service was well organised and effectively managed at all times.

Processes to gather the views of staff, children and families had been strengthened. A range of informal and formal approaches were used, including daily discussions, questionnaires and the Beith Hive suggestion box. Feedback from parents was positive, with no areas for improvement identified. One child's suggestion to promote kindness led to the introduction of a 'Kindness Champion', which had a positive impact on children's sense of belonging and wellbeing. This demonstrated that children's views were valued and acted upon. Newsletters were used effectively to share feedback and to highlight how suggestions had resulted in improvements, strengthening communication and trust with families. All families who responded to our questionnaire strongly agreed that they were involved in a meaningful way to help develop the service.

Quality assurance processes to evaluate the service through the use of challenge questions and to monitor staff practice through observations were at an early stage of implementation. The leadership team had begun to introduce these approaches to support reflective practice; however, they were not yet consistently embedded. Continuing to develop approaches, including the use of quality descriptors and reflective questions outlined in Care Inspectorate and Education Scotland's (2025) guidance, 'A Quality Improvement Framework for the Early Learning and Childcare Sectors: School?'Age Childcare,' would strengthen self?'evaluation and ensure team reflections more effectively informed service improvement planning and identified future priorities.

Staff were recruited in line with Care Inspectorate safer recruitment guidance and were appropriately registered with the Scottish Social Services Council (SSSC). All staff completed a corporate induction, which included relevant core training. As a result, staff were deployed in roles that reflected their knowledge, skills and professional registration. This ensured they were well prepared and suitably skilled to meet children's daily care and developmental needs.

Children thrive and develop in quality spaces 4 - Good

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.

Quality indicator: Children experience high quality spaces

Children were cared for in a setting that was clean, well ventilated and welcoming. Effective infection prevention and control measures were in place, including regular cleaning and environmental checks of shared spaces before children's arrival. This supported children's safety and wellbeing. All families who responded to our questionnaire strongly agreed that their child was cared for in a safe, secure and well-maintained environment.

Staff continued to prioritise the development of the environment by creating purposeful spaces to display children's drawings, paintings and certificates of achievement. We observed children taking pride in their work and confidently reflecting on their achievements. This helped to promote their self-esteem and supported a strong sense of belonging within the service.

Although the service operated mainly from a small classroom, staff made better use of the available breakout space, alongside regular access to the outdoor playground and school gym hall. The break out space was now planned for and used more consistently, creating a more purposeful environment where resources remained accessible and children's play was less disrupted by daily routines such as snack. As a result, children's play experiences improved and staff were deployed more effectively to support play and observe handwashing. This promoted children's health and wellbeing while maintaining positive, uninterrupted play opportunities.

Children had access to a large outdoor play area where they enjoyed a range of physical activities and explored some loose parts. This included using climbing apparatus, balancing on tyres of varying sizes and developing coordination through games such as football and badminton. Children told us they loved practising gymnastics on the grass and enjoyed climbing. These experiences supported children's physical development and confidence, while promoting active and healthy lifestyles.

Children and families personal information was mainly stored electronically, with appropriate security measures in place to support compliance with data protection requirements. Accidents and incidents were appropriately recorded and shared with parents through the electronic system, IPal. The system generated an overview of the number and type of accidents and incidents, providing useful management information. The leadership team should now make more effective use of this data to inform audit processes, enabling them to identify common patterns and take proactive action to reduce risks for children.

Children play and learn 4 - Good

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.

Quality indicator: Playing, learning and developing

Children experienced warm, responsive and nurturing interactions from staff who knew them well. When a child arrived with craft activities they had started at school, staff showed a genuine interest and supported them effectively to continue and develop this within the service. Staff were attentive to individual needs and mostly used developmentally appropriate commenting, explaining and questioning to support children's

curiosity and problem-solving skills. As a result, children experienced a strong sense of belonging and felt supported to explore, learn and develop at their own pace.

At the previous inspection, we asked the provider to improve the quantity and quality of resources to ensure a broad range of play experiences were available to children. This had been implemented effectively and improvements were evident. The provider had purchased a wide range of craft materials, physical apparatus, board games, construction resources, a tuff tray and dressing-up materials. This resulted in children being more engaged and motivated in their play, supporting their creativity and enjoyment of meaningful play experiences.

Improvements had been made within the playroom to enhance the learning environment. Clear play zones had been created and open shelving introduced, enabling children to confidently access resources and make informed choices about their play. This supported children's independence, confidence and engagement, while promoting more sustained play experiences.

Planning for play and learning captured children's ideas through mind maps. However, children's suggestions were not consistently developed into meaningful experiences, and gaps were identified in planning records. Planning should be strengthened to ensure children experience fun and challenging play that builds on their interests, including outdoor play and physical activity when using the gym hall. Regularly evaluating play experiences would help inform next steps and support children to progress and develop new skills (area for improvement 1).

Areas for improvement

1.
The provider should continue to develop the planning for play and learning processes to ensure children's ideas, wishes and interests inform planned and spontaneous play and learning experiences. This will ensure children experience meaningful, engaging play and learning that reflects their interests and supports their development.

This is to ensure the environment is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended materials' (HSCS 1.31).

Children are supported to achieve 4 - Good

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.

Quality indicator: Nurturing care and support

Staff greeted children warmly on arrival, engaging in relaxed conversations that helped children feel welcomed, respected and secure. Parents spoke positively about the nurturing and supportive approach of staff, commenting, "The service staff are very friendly and nurturing. They provide great care and support for the children," and "Seeing the staff in the morning, they are always so bright and positive... My children always look forward to going." Families were welcomed into the service at collection times, and regular communication through newsletters and IPal strengthened relationships, ensuring parents felt informed, reassured and confident in the care their children received.

Personal plans were in place for every child registered with the service. Children were active participants in the development and review of their plans, supporting their voice, choice and understanding of their own needs and goals. This helped children to feel listened to and involved in decisions about their care. While parents who responded to our questionnaire strongly agreed that they were involved in developing and reviewing their child's care plan, parental participation could be strengthened further to ensure a more consistent and shared approach to supporting children's wellbeing and development.

Children self-registered for snack, which allowed them to choose when they ate and supported their independence and decision-making. Snack times were calm and unhurried, enabling staff to provide appropriate support and promote children's confidence. Children enjoyed the responsibility of snack helper, where they helped to prepare fruit for others, prompted their peers to wash their hands and supported setting up the table. This contributed positively to children's independence, confidence and understanding of healthy routines.

Children worked together to agree service rules, which supported them to set developmentally appropriate expectations for behaviour. This helped children to understand boundaries, resolve minor conflicts independently and agree solutions respectfully. As a result, children developed positive relationships with others and demonstrated growing confidence in managing social situations.

The service had recently implemented a rewards system which enabled both staff and children to nominate others as champions for kindness and tidiness. This supported children to take pride in their behaviour and interactions and helped to promote calm, respectful environments. Children who achieved champion status received certificates, which were proudly displayed within the service. These achievements were also shared with families through newsletters, helping to celebrate positive behaviours and individuals successes.

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

Requirements

Requirement 1

By 28 March 2026, to ensure the health, wellbeing and safety of service users, the provider must ensure that staff are deployed effectively in line with their skills, knowledge and professional registration. This is to ensure staff are competent in their roles and suitably deployed to meet children's needs. To do this the provider must at a minimum:

a) ensure all staff working with children are registered with an appropriate regulatory body

b) ensure staff are deployed in line with their skills, knowledge and experience

c) implement quality assurance systems to evaluate the effectiveness of staff deployment and staff competencies in line with their job description.

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

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that '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 requirement was made on 30 October 2025.

Action taken on previous requirement

The provider had taken appropriate action to ensure all staff were registered with the Scottish Social Services Council (SSSC) and were deployed in line with their skills, knowledge, and experience. Quality assurance processes had been introduced, and the leadership team shared their plans to fully embed these into practice to evaluate the effectiveness of staff deployment. As a result, staffing arrangements supported safe and effective practice throughout the service.

Met - within timescales

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 and families experience a well-managed service, the provider should establish a clear leadership structure that defines the roles and responsibilities of all individuals involved in managing aspects of the service. A transparent scheme of delegation should be in place so that children and families know who to contact in the absence of the named manager. This information should be communicated effectively to families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I use a service and organisation that is well led and managed' (HSCS 4.23); and 'I experience stability in my care and support from people who know my needs, choices and wishes, even if there are changes in the service or organisation' (HSCS 4.15).

This area for improvement was made on 30 October 2025.

Action taken since then

The provider had established a clear leadership structure that defined the roles and responsibilities for all members of staff and the management team. A scheme of delegation had been implemented and shared with families. This meant that children and families know who to contact in the absence of the named manager.

This area for improvement was met.

Previous area for improvement 2

To support children's health and wellbeing, the provider should ensure all children have a personal plan that details their individual needs and choices. This information should be gathered in consultation with children and their parents/carers and reviewed every six months or sooner where required, to ensure they reflect children's current needs. Information gathered should be used to care for and support children effectively.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as my 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).

This area for improvement was made on 27 September 2024.

Action taken since then

Every child registered with the service had a personal plan in place. An audit system had been developed to ensure it was clear when children started at the service and when their first plan was due to be developed. Children had ownership of their plans and review processes implemented to ensure children's needs could be met timely. We discussed with the leadership team ways to further involve parents in the review process.

This area for improvement was met.

Previous area for improvement 3

The provider should continue to develop the planning for play and learning processes to ensure children's ideas, wishes and interests inform planned and spontaneous play and learning experiences. They should also increase resources and make better use of space available to children to provide them with a greater range of choices through play. Improvements should include but is not limited to; Further developing the use of Science, Technology, Engineering and Mathematical (STEM) concepts and introducing the use of natural and open-ended play materials in line with Inspiring Scotland's guidance, 'Loose parts play: A tool kit'.

This is to ensure the environment is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended materials' (HSCS 1.31).

This area for improvement was made on 27 September 2024.

Action taken since then

The provider had improved the quantity and quality of resources and play materials available to children. Staff had made improvements to the layout of play areas and accessibility of resources which meant children were more meaningfully engaged in their play.

Play experiences available to children had improved, however, it was not always clear how this was offered in response to children's ideas and interest. The provider should continue to develop the planning processes to ensure children's ideas, wishes and interests inform planned and spontaneous experiences.

To reflect the improvements made by the service, this area for improvement has been reworded within this report (see Children play and learn).

Previous area for improvement 4

To keep children safe and promote their wellbeing, the provider should ensure that children have access to safe and hygienic environments. The provider and management team should ensure daily checks of children's toilets are undertaken prior to children's arrival at the setting, and review and improve the service approach to hand hygiene to ensure this is reflective of Heath Protection Scotland's guidance, 'Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings').

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

This area for improvement was made on 27 September 2024.

Action taken since then

Staff role modelled and monitored hand hygiene and daily checks of the environment were carried out prior to children's arrival. This approach ensured children's safety and promoted their wellbeing. As a result, all spaces available to children were clean, tidy and hygienic.

This area for improvement was met.

Previous area for improvement 5

To keep children safe, promote their wellbeing, and develop a culture of reflective practice which identifies and actions areas for improvement, the provider should ensure effective quality assurance processes are in place. This should include but is not limited to; ensuring views are routinely sought from children, staff and parents on aspects of the service and that these views are used to inform improvements, developing an improvement plan, monitoring staff practice and service delivery and ensuring self-evaluation processes are documented to support a culture of reflective practice across the setting.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 27 September 2024.

Action taken since then

Quality assurance processes had been developed and were at the early stages of implementation. These processes should continue to be imbedded to inform service improvements.

This area for improvement was 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

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good

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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