

Busy Bees @ Melrose Day Care of Children

Huntlyburn Road
Melrose
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Type of inspection:
Unannounced

Completed on:
7 February 2024

Service provided by:
Busy Bees Nurseries (Scotland)
Limited

Service provider number:
SP2003002870

Service no:
CS2003014366

About the service

Busy Bees @ Melrose is an early learning and childcare setting situated close to Borders General Hospital on the outskirts of Melrose. The setting is registered to provide a day care of children service to a maximum of 75 children between the ages of birth and entry into Primary School at any one time.

The setting has four main playrooms for specific age groups and an additional discovery room for all age groups to use. The dining room is in the main entrance of the setting and used by most age groups. A parent's room and library are available for children and families to use. Children have access to enclosed gardens, two of which were directly off playrooms.

About the inspection

This was an unannounced inspection which took place on Tuesday 06 February 2024 between 08:30 and 16:10 and Wednesday 07 February 2024 between 09:30 and 12:40. 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
- received 38 on line questionnaires from parents and families
- spoke with staff and received nine on line questionnaires from staff and management
- observed practice and daily routines
- reviewed documents.

Key messages

- Children were observed to be secure, confident and happy in the loving relationships they had formed with staff.
- Opportunities for children's play and learning were enhanced through strong connections to the local community.
- The setting had a homely atmosphere, sending a clear message to children and families that they belonged and were valued.
- Staff reflected well together and used these reflections to bring about positive change to outcomes for children and families.

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?	5 - Very 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 found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

1.1: Nurturing care and support.

Children received warm, caring and nurturing approaches from staff, which significantly contributed to their overall wellbeing. Consequently, children were observed to be confident and happy in the loving relationships they had formed with staff. Through our questionnaire, parents showed appreciation of the care and support staff provided their child. For example, we were told, "My child is utterly loved by the staff in the setting. They are thriving and I can see the joy in their face and the girls in the room", "Staff are very friendly and my child loves going to them for a cuddle. The staff work very hard to build lovely relationships with both my child and me as a parent. I feel very lucky to have my child in this setting" and "It is a place full of love and happiness for staff and our children".

Family engagement was important to the setting, evidenced by spaces such as the library and parents' room, which sent a welcoming message to children and their family. This was confirmed by a parent who told us, "The setting is very welcoming, the parent suite has allowed for private conversations to happen in a safe place, and the library is such a lovely addition to take books home to read and bring back, this often helps with the morning drop off to have that focus for the child". Parents evenings served as an opportunity to meet staff and parents, and as a platform for key workers and parents to discuss their child's experiences and progress within the setting and at home. Various initiatives, including participation in family life and occupation floor books, actively encouraged family engagement. This strengthened relationships, enhanced communication, fostering a supportive and inclusive environment where every child could reach their potential.

Children enjoyed eating together in an unhurried and relaxed atmosphere, ensuring a caring and positive social experience. Staff recognised daily routines as a rich opportunity to promote close attachment. At mealtimes, staff were focused on all children and could respond immediately should an emergency, such as choking, occur. Food choices were nutritious and reflected current guidance. They were appropriate for children's individual cultural and dietary needs. Fresh water was available throughout the day and children were encouraged to remain hydrated. Kitchen staff often involved children in meal preparation and baking. This fostered learning experiences as well as encouraging healthy eating habits from an early age. The work of the kitchen staff was appreciated by parents, an example comment being, "The kitchen staff work tirelessly to provide all the children with delicious and nutritious meals".

Children's overall wellbeing was supported through effective use of personal planning, taking account of the wellbeing indicators. Children and families were central to this process ensuring effective information sharing which was used by staff to promote consistency and continuity of care. This enabled the relevant staff to respond quickly, sensitively, and compassionately to changes in a child's life. Relevant staff worked proactively with children, families, and other professionals to identify appropriate next steps and strategies based on individual needs and prior learning. This information was used consistently and effectively by all to ensure positive outcomes. The manager was receptive to our suggestion of streamlining paperwork to make next steps and strategies more prominent.

1.3 Play and learning

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

Starting with a 'Substantive September' initiative, the setting had established strong connections with the local community. This had led to a permanent stand at the setting entrance, where donations such as toys, books, and toiletries were consistently taken and replenished. A parent told us, "The introduction of the food/toys bank outside has been very welcome". Additionally, the setting had built a partnership with a local charity, to facilitate the donation of bikes for families. With a focus on fostering creativity, the setting had collaborated with hospitals, hospices, and schools, to showcase children's artwork through displays. Furthermore, active participation in local events such as 'A Mile of Daffodils' involved the planting of daffodils at the front of the setting. These initiatives not only enriched the lives of children, families, staff, and the community but also demonstrated the positive impact in creating a thriving and inclusive environment for all.

Following the success of making and selling Christmas wrapping paper, which enabled the purchase of fairy lights, staff were keen to continue fostering entrepreneurial skills among the children. Plans were underway to continue enterprise projects involving selling plants, fruits, and vegetables grown by the children themselves. Through this children learn valuable skills in enterprise, gardening, and sustainability whilst enhancing their knowledge and understanding of the natural world.

Whilst we saw that most children made informed choices about leading their play and learning, there were areas for improvement. Recent changes in planning and observation approaches were still in their early stages, with staff actively working to make planning more child-centred and responsive to individual interests and life experiences. Additionally, in line with feedback from some parents, there was a need for more timely uploading of observations and photographs of children's play and learning onto the online app. This would facilitate further collaboration between staff and parents in ensuring children's successes and achievements were maximised, and any supports identified and implemented. The manager was receptive to this feedback and keen to address this.

How good is our setting?

4 - Good

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

2.2: Children experience high quality facilities

The setting had a homely atmosphere, sending a clear message to children and families that they belonged and were valued. This was evident in the attention to detail in the furniture selection, displays, and finishing touches throughout the setting. This contributed to creating a welcoming and nurturing environment where children and families felt a sense of importance. The thoughtful placement of lighting throughout the setting created warm and inviting spaces, fostering a sense of comfort and calm.

The available spaces in the setting were used well to enhance the overall experience for children and families. A parents' room provided a private space for conversations, complemented by a convenient and much appreciated take-away hot drink station for all to use. The cosy library fostered a love for reading, offering a welcoming environment for children and parents to share stories and borrow books to enjoy at home. The introduction of the new discovery room prioritised wellbeing, providing a dedicated space for exploration and relaxation. Additionally, the entrance hall doubled as a dining room, with an open hatch that

allowed children to smell their meals being prepared, engaging their senses in the homely dining experience. This space was further enhanced with welcoming touches such as fairy lights, creating a warm and inviting atmosphere for children and families upon arrival. A parent told us, "The environment is quite breath-taking. I love coming in early in the morning and the fairy lights fill the place, what a way to welcome our half asleep children".

The employment of cleaning staff and a housekeeper not only maintained robust infection prevention and control practices but also created a sense of safety and wellbeing among children and staff. The daily presence of cleaners and a housekeeper meant staff had more time to engage with children, enhancing the quality of care, play and learning. Furthermore, clean and organised spaces fostered a positive atmosphere benefiting both children and staff.

Improvements had been made in the garden areas, resulting in engaging experiences and increased space for some children. These improvements had enriched the outdoor environment, as they provided spaces that reflected children's current interests and curiosities, with appropriate resources and materials to support learning. Further work was planned to continue enhancing the outdoors, indicating a commitment to ongoing improvement and ensuring that children had access to high quality facilities and experiences. A parent told us, "The only thing I'd love to see an improvement on is the quality of the gardens as they are very muddy and can tell they are hard to maintain". Management confirmed that this would be addressed through the planned improvements.

How good is our leadership?

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 key question as very good.

3.1: Quality assurance and improvements are led well.

Parents gave positive feedback about the new manager, describing them as "outstanding", "exceeding expectations", "friendly", "invested", "an absolute star", and "a dream". They were particularly complimentary about the positive changes implemented in the setting, with one parent stating, "It's brilliant that the team's hard work is paying off, and they should be proud of what has been achieved. Thank you all so much". Likewise, a staff member told us, "We are a very dedicated team who have all worked hard to do much better for our children and their families". This feedback reflected the manager's effective leadership and the dedication of the team in creating a nurturing and high quality environment for children.

Self-evaluation enabled the setting to deliver high quality care and support tailored towards children's and families' particular needs and choices. Staff reflected well together and used these reflections to bring about positive change to outcomes for children and families. Management promoted and sustained a shared vision for the setting that reflected the aspirations of children, families, and the wider community. This helped all staff know what was important for the setting to meet the needs of children and families. This was echoed by a staff member who told us, "The quality assurance system is well embedded in the centre and all staff are actively involved in contributing to this, quality assurance is completed in a way that works for the Centre".

Management created conditions to support staff to feel confident to initiate well-informed change and a shared responsibility for the process. Staff meetings were engaging sessions. For example, the manager organised a scavenger hunt during one meeting, where staff were tasked with finding various items, including audits. This reflected the manager's commitment to fostering creativity and engagement. As a

result, staff described meetings as "creative", "more interactive", and emphasised a "big team effort". One told us "The manager is always thinking of new and fun ways to review and reflect on practice". These changes not only made meetings more engaging but also strengthened teamwork, communication, and overall morale among staff.

Children and families' views were actively sought to inform the development of the setting. Through a variety of ways such as displays, online platforms and newsletters, successes and achievements were shared with children, families and were used as a starting point for future improvements. Strong leadership supported staff to have high aspirations and confidence in their capacity to support children to reach their full potential.

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 key question as very good.

4.3: Staff deployment

Through our questionnaire, parents were complimentary of the staff team. For example, we were told, "Staff are always really friendly, helpful and supportive", "The staff are supportive and caring", "Excellent care and very friendly staff. My child enjoys their time there", " Truly exceptional" and "I really cannot praise them enough". Staff were proud of their setting which shone through in their confidence and keenness to tell us about their work. One staff member told us, "We are a very strong knit team who all clearly have the same passion for getting it right for every child and ensuring that we provide them with the best start in life". This demonstrated a commitment to ensuring high-quality outcomes for children.

Staff consistently communicated with each other and children regarding their movements within the spaces, including when they were leaving and when children were moving between indoors and out. This practice not only ensured appropriate staffing levels but also reassured children that key staff would return, promoting a sense of security and continuity in their relationships. A staff member told us, "Staff deploy themselves well I would say, and we communicate numbers to each other and make sure only one person is on task at a time". With the support of extra staff cover and management, busier times of the day, such as mealtimes or arrival and departure times, were recognised and planned for. This ensured staff were available in sufficient numbers to meet the needs of the children at those times.

Staff wellbeing was a priority in the setting, evident through the support the team offered and received from each other and management. Gestures such as providing treats, preparing meals for staff, offering pick-me-up baskets, and well-being boxes, were appreciated by staff. By prioritising staff wellbeing, the setting not only fostered a positive work environment but also ensured that children received the best possible outcomes from staff who enjoyed their work. A parent told us, "I think it's a great team of staff, they always seem happy and confident working together". Likewise, a staff member told us, "The manager is very passionate about mental health and goes above and beyond to support everyone who accesses the centre; children, staff and parents". This confirmed that children benefitted from a nurturing and supportive environment that promoted and fostered everyone's wellbeing.

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

Requirements

Requirement 1

By 3 April 2023, the provider must ensure that all children's health, welfare and safety needs are met.

To do this, the provider must, at a minimum ensure:

- a) Personal plans are written and regularly reviewed with children and parents to ensure that information is up to date to reflect children's current needs, wishes and choices.
- b) There is effective recording of important information in all personal plans to meet children's wellbeing needs.
- c) All personal plans are meaningful, working documents that include strategies of support and progress made.

This is to comply with Regulation 5(2)(b)(c) (Personal Plans) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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 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).

This requirement was made on 13 January 2023.

Action taken on previous requirement

We concluded that the provider had successfully met the requirement of ensuring children's health, welfare, and safety needs. This was achieved through the development and regular review of personal plans with parents. This ensured up-to-date information reflecting the children's current needs, wishes, and choices. Additionally, effective recording of important information in personal plans was observed, ensuring effective support for children's wellbeing needs. Personal plans now served as meaningful, working documents, including strategies of support and documenting progress made towards meeting the children's individual needs and goals.

Met - within timescales

Requirement 2

By 17 April, the provider must support children to reach their full potential through high quality play and learning experiences.

To do this, the provider must, at a minimum ensure resources are available to challenge and empower children of all ages to actively experience creative play, fun and learning.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work

Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This requirement was made on 13 January 2023.

Action taken on previous requirement

We concluded that the provider had successfully met the requirement to support children in reaching their full potential through high-quality play and learning experiences. This was evidenced by the provision of resources aimed at challenging and empowering children of all ages to actively engage in creative play, fun, and learning. Examples of how this was achieved included the availability of materials and experiences designed to stimulate curiosity, foster creativity, and encourage exploration. Additionally, observations during the inspection showed instances where children were enthusiastically participating in fun experiences, problem-solving tasks, and imaginative play.

Met - within timescales

Requirement 3

By 17 April 2023, the provider must support children to reach their full potential through suitable outdoor facilities.

To do this, the provider must, at a minimum ensure:

- a) Outdoor environments are developmentally appropriate spaces that take account of all children's age and stage of development and learning.
- b) Resources, materials and experiences in the outdoors support play and learning.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This requirement was made on 13 January 2023.

Action taken on previous requirement

We concluded that the provider had successfully met the requirement to support children in reaching their full potential through suitable outdoor facilities. This was achieved by ensuring that outdoor environments were thoughtfully designed to be developmentally appropriate spaces, accommodating the varying ages and stages of development of the children. Additionally, it was observed that resources, materials, and experiences provided in the outdoor areas effectively supported both play and learning, contributing to a rich and stimulating outdoor learning environment. Further work was planned to make additional

improvements. These efforts demonstrated a commitment to providing meaningful outdoor experiences that promoted children's holistic development and wellbeing.

Met - within timescales

Requirement 4

By 6 March 2023, the provider must improve staff practice in infection prevention and control practices.

To do this, the provider must, at a minimum ensure:

- a) Bins are clean and not left to overflow.
- b) Staff dispose of aprons in the correct manner after nappy changing.
- c) Changing mats are replaced immediately when damaged or worn.
- d) Nappy changing areas are a pleasant place for children for personal care to be carried out.
- e) Management have oversight to ensure they can identify and address gaps in infection prevention and control practices.

This is to comply with Regulation 4 (1) (a) (Welfare of Users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

'My environment is safe and secure' (HSCS 5.17).

This requirement was made on 13 January 2023.

Action taken on previous requirement

We concluded that the provider had successfully met the requirement to improve staff practice in infection prevention and control practices. Staff, cleaners and the housekeeper ensured that bins were emptied in a timely manner. We observed that staff disposed of aprons correctly after nappy changing and changing mats were not ripped. Additionally, management demonstrated effective oversight to identify and address any gaps in infection prevention and control practices, ensuring ongoing high standards of infection prevention control and safety within the setting. This contributed to children's overall health, safety and wellbeing.

Met - within timescales

Requirement 5

By 3 April 2023, the provider must ensure children and families benefit from a setting that is led well with routine quality assurance systems.

To do this, the provider must, at a minimum, ensure:

- a) Staff practice is monitored and feedback is used to support them in meeting children's care, learning and development needs.
- b) Regular and effective monitoring is carried out of records such as plans for play and personal plans to ensure detailed and relevant information is gathered to support children's needs.
- c) Families are informed of improvement plans so they can be meaningfully involved and influence change within the setting.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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 requirement was made on 13 January 2023.

Action taken on previous requirement

We concluded that the provider had successfully met the requirement for ensuring children and families benefited from a well led setting with routine quality assurance systems. Staff practice was monitored effectively, with constructive feedback provided to support them in meeting children's care, play and learning needs. This ensured ongoing improvement and alignment with best practices. Whilst improvements had been made to planning and observations of children's play and learning, these were in the early stages. However, we saw that regular monitoring of records, including plans for play and personal plans, were carried out to ensure detailed and relevant information was gathered to support children's individual needs. This systematic approach facilitated personalised care and learning experiences for each child. Families were actively engaged in the improvement process, being informed of improvement plans and encouraged to provide meaningful input. This collaborative approach empowered families to be partners in their children's care, play and learning.

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 promote children's wellbeing, the manager and staff should review adult led routines to meet individual children's needs and offer choice. Activities should be based around realistic expectations of children's age and stage of development.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child or young person I feel valued, loved and secure' (HSCS 3.10).

This area for improvement was made on 13 January 2023.

Action taken since then

We concluded that the manager and staff had successfully met the area for improvement to promote children's wellbeing. The manager and staff had carried out a review of routines, ensuring they met individual children's needs while offering choice. As a result, routines and experiences were based on

realistic expectations of children's age and stage of development, promoting a supportive and nurturing environment.

This area for improvement had been met.

Previous area for improvement 2

To support children's play, learning and development, the manager should enable staff to develop and improve their practice to provide better outcomes for children. In doing so, at a minimum, consideration should be given to:

- Increasing staff skills and knowledge in how children learn and an understanding of child development.
- Supporting staff to implement a child-centred approach to observation, planning and assessment of children's learning through play.
- Ensuring parents are included, informed and communicated with about their child's learning.

This is to ensure that care and support is consistent with 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 13 January 2023.

Action taken since then

We concluded that the manager and staff had successfully met the area for improvement to support children's play, learning, and development. Through training and effective role modelling, the manager empowered staff to enhance their practice for better outcomes for children. This included increasing staff skills and knowledge in child development and learning, fostering a child-centred approach to observation, planning, and assessment, and ensuring effective communication with parents about their child's learning journey.

This area for improvement had been met.

Previous area for improvement 3

To support the staff team's professional development and improve play experiences and outcomes for children, the manager should carry out a staff skills audit. Management should ensure staff reflect on any training undertaken and follow up on how this learning has improved their practice.

This ensures 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 area for improvement was made on 13 January 2023.

Action taken since then

We concluded that the manager and staff had successfully met the area for improvement to enhance the staff team's professional development and improve play experiences and outcomes for children. To gain an understanding of the staff skills and as part of their introduction into the setting, the manager had carried out a staff skills audit. This facilitated reflection on training undertaken and followed up on how learning had been applied to practice, to enrich the overall learning environment for children.

This area for improvement had been met.

Previous area for improvement 4

To support children's security and parent to feel reassured and respected, families should be informed when there is a change in keyworker and the reasons why.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported and cared for by people I know so that I experience consistency and continuity' (HSCS 4.16).

This area for improvement was made on 13 January 2023.

Action taken since then

We concluded that the manager and staff had successfully met the area for improvement to support children's security and ensure parents felt reassured and respected. From our feedback, all but one family had been promptly informed of any changes in keyworker and provided with the reasons behind these changes. This transparent communication approach fostered trust and strengthened the partnership between families and staff. The manager agreed to consider the feedback from the family who did not feel informed of changes.

This 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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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