

# Little Beehive Nursery (Angus) Limited

## Day Care of Children

1 Museum Street  
Montrose  
DD10 8HE

Telephone: 01674 671 717

**Type of inspection:**  
Unannounced

**Completed on:**  
20 March 2024

**Service provided by:**  
Little Beehive Nursery (Angus) Limited

**Service provider number:**  
SP2007009381

**Service no:**  
CS2007163705

## About the service

Little Beehive Nursery (Angus) Limited is registered to provide a daycare of children service for a maximum of 55 children from birth to 9 years. The service provides funded early learning and childcare places for Angus Council.

Children are accommodated in three spacious playrooms. There is an enclosed, well equipped garden to the rear of the property and a smaller outdoor space that has direct access for children in the toddler room.

The setting is situated in the town of Montrose and is close to local amenities including, shops, schools, parks and green spaces.

## About the inspection

This was an unannounced inspection which took place on 19 and 20 March 2024. Feedback was provided at the end of the inspection visit. 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 throughout the inspection year.

To inform our evaluations we:

- spoke with several children in the service;
- reviewed feedback from 11 families sent to us;
- spoke with the manager, director, and staff;
- observed practice and staff interactions with children;
- reviewed documents.

## Key messages

- Staff were warm, caring and nurturing, which supported children to feel loved, safe and secure.
- Play and learning was responsive to children's interests and needs. Children were confident and had fun leading their experiences.
- The nursery environment was safe, clean, homely and well-maintained.
- Quality assurance systems and processes, including self-evaluation and an improvement plan were leading to continuous improvement.
- Effective partnership working meant that children and their families were valued and could influence the care and experiences they had.
- Staff were committed to making improvements to provide better outcomes for children.
- Staff demonstrated commitment to their continuous professional development.

## 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?	5 - Very 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?

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.

### Quality indicator 1.1 Nurturing care and support

Positive and nurturing interactions from staff meant children had a sense of belonging within the service. Children were looked after by staff who knew them well and were knowledgeable about their needs and how to support them. Staff were warm and caring which supported children to feel loved, safe and secure.

Detailed information was recorded in children's personal plans to assist staff in supporting children. Personal plans were created and developed on the Family App. This meant that parents and carers could easily update staff with any changes to children's care or developmental needs. Plans were reviewed regularly and updated as children's needs changed. This ensured that those working with children had up to date information to provide effective and individualised care. Staff were proactive in reaching out to external agencies, which helped get the right support for families.

Positive relationships had been established with families. Families were welcomed into the setting, with opportunities to meet staff for discussions and consultations. This enabled them to be fully involved in their child's care and contributed to a continuity of care between the service and home. Parents shared, "The staff are professional, friendly and interact really well with both parents and children" and "Lovely team, always full of information about my child's day, really feel they know my child well".

Where children required support with personal care this was carried out respectfully. Interactions were kind, sensitive and caring. Children were able to sleep or rest whenever they needed to. Sleep times were responsive to children's needs and safe sleep practice was followed.

Overall, mealtimes were a positive experience for children, with opportunities to develop their social and life skills. Mealtimes were nutritious with a variety of options for children to try. Children told us they enjoyed the food they had at nursery. Staff had been reviewing meal time provision to enable children to have ownership of the routine, including setting up, serving food and clearing away. We made some suggestions during our visit in which the service could further develop and improve mealtime experiences. The service had taken onboard our suggestions and had started to make changes by day two of the inspection.

Systems were in place to help ensure the safe administration of medicines, if needed. All medication was stored appropriately and reviewed regularly with families to ensure staff had the right information to meet children's health needs.

Staff had a clear understanding of child protection procedures and were confident in their responsibilities in safeguarding. Staff undertook child protection training and were clear around the steps they would take if required to report child protection concerns.

### Quality indicator 1.3 Play and Learning

Children benefitted from a child-centred approach to learning, which valued their right to play and was responsive to their needs and ideas. Children's interests influenced their experiences which allowed play and learning to reflect their preferences.

A responsive planning approach was being utilised by staff to make sure children experienced a balance of spontaneous and planned activities, with an emphasis on children leading their own play and learning. Staff used conversations, floor books and mind maps to take account of children's interests and plan for activities that would motivate them and extend their experiences.

Children had fun and benefitted from a variety of quality play and learning opportunities both indoors and outdoors. Resources took account of children's stage of development and their interests which meant that play was meaningful and engaging.

Language, literacy, and numeracy development was embedded within play experiences. Children had opportunities to listen to stories and sing songs. The use of environmental print, such as menus, labels and signs, provided opportunities for children to recognise and become familiar with letters. A variety of mark-making tools supported children's emerging writing skills and maths and numeracy resources enabled children to count and explore size and volume.

Staff skilfully interacted with children during play, supporting their curiosities and extending their learning. Staff had a good awareness of when to step in to children's play and when to allow play to develop naturally. As a result, children were provided with appropriate challenge and support.

Children's learning documents contained good observations of learning and identified appropriate next steps. These allowed staff to effectively track children's progress and offer support to help children reach their full potential. Parents and carers were invited to share in their child's learning through weekly planning videos, the family app and by participating in stay and play sessions. This helped to include families and ensured they were kept up to date with information about their child's play, learning and development. The feedback we received from families included;

"Love to see what she's doing in her nursery days great feedback".

"I like the regular updates. The weekly video of the plans for the week".

Meaningful links within the local community had been established and enhanced children's experiences and promoted a sense of belonging within their local environment. Children's health and wellbeing benefitted from daily opportunities outdoors within the community and the nursery outdoor spaces.

## How good is our setting?

**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.

### Quality indicator 2.2 Children experience high quality facilities

Children experienced a setting that was welcoming, bright and well furnished. Homely touches such as plants, soft lighting and soft furnishings contributed to a calm and inviting environment. Children's artwork and creations were displayed throughout the environment, including family photographs. This provided ownership and a sense of belonging. The entrance area displayed photographs and information about staff, alongside information about the service. This helped keep parents informed and supported them feel involved.

Furniture had been well considered within rooms accounting for the age and stage of children. Furniture

was sized appropriately to support children access play experiences safely and comfortably. Children had access to a wide range of resources to develop their curiosity, imagination and problem solving. This included a variety of real life objects and loose part materials.

Play spaces were well planned to support the needs and interests of children. The staff team were passionate about the experiences offered. They continually reviewed learning environments to ensure they were fun and exciting spaces for children to play and learn. Children had the freedom to explore their ideas and move around the spaces on offer. This supported their choice and allowed them to follow their interests and ideas.

The setting was well maintained and clean. Staff carried out daily checks of the environment to identify potential safety issues. Any issues were highlighted to the management team to allow them to action. To promote children's safety a secure entry system into the service was in place and registers were recorded and updated as children arrived and left the service. Staff communicated well as children moved around the areas of the setting. As a result, children's safety was maintained. Playrooms and garden areas were secure, with gardens enclosed and rooms having locking systems.

Risk assessments identified potential hazards and control measures in place to reduce these. Any previous safety issues and risks had been appropriately actioned. For example, a newly installed front door security/buzzer system was in place. Staff reflected well on risk assessments as a team, which supported a consistent approach to maintaining safety and assessing risks.

Infection control met current best guidance. Personal protective equipment (PPE) was used appropriately when required. Effective handwashing was carried out by both staff and children at key moments of the day. This helped to minimise the risk of infection spread.

## 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.

### **Quality indicator 3.1 Quality assurance and leadership are led well**

The positive ethos within the service meant a culture of respect and inclusiveness. Children were respected, listened to and experienced a family feel to their day. The service values and aims set out a clear vision for the setting, with children's wellbeing and right to play at the heart of the service provided. We discussed how the service could involve parents, children and staff within the aims to promote shared aspirations and further enhance collaborative working.

Children's voice was highly valued by staff. Their views and opinions about their care, play and learning were sought. This meant that children were respected and could influence their day. This contributed to a rights respecting approach and empowered children.

The team recognised the importance of seeking feedback and input from families and supported their involvement through a variety of ways, including consultations, surveys and questionnaires. Parents had opportunities to be involved in developing areas of the setting. For example, making changes to the garden area. As a result, parents felt valued and could influence improvements within the service. Feedback from families was acted upon by the team, which highlighted that parents could drive change.

A shared leadership across the team contributed to a whole team approach in shaping improvements. Champion roles were being developed, supporting staff to take lead roles and responsibility to develop children's experiences. This helped to raise morale and boosted staff confidence. Staff spoke positively about their role and shared that they felt valued and included.

Quality assurance including self-evaluation supported improvements across the setting. Ongoing assessment and reflection by the team identified what worked well and highlighted areas for development. As a result of effective self-evaluation, a clear and meaningful improvement plan set out goals for service developments. Audits of children's experiences and staff practice identified opportunities for change and celebrated successes.

## 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.

### Quality indicator 4.3 Staff deployment

Staff wellbeing was a priority for the management team, who recognised the importance of staff's health and wellbeing. Staff shout outs and wow moments highlighted staff achievements and shared positive practice with colleagues and families. Wellbeing meetings provided staff with a safe space and time to discuss any concerns. This helped staff feel listened to and allowed individualised support to be offered if needed. This resulted in a positive team ethos and provided children and families with a happy and welcoming environment. One parent shared, "The staff are so lovely. Warm, welcoming and kind hearted".

The service was appropriately staffed to support children's experiences throughout the day. Effective contingency planning meant that ratios were maintained and accounted for staff absence and staff breaks. Staff were flexible in their working pattern when needed and key staff members stepped in to offer cover. This demonstrated that staff in the setting worked hard to maintain quality experiences for children and provide consistent care from familiar adults.

Staff huddles and communication books kept staff up to date with operational information, as well as providing time to discuss children's specific interests and needs. Staff moved with children throughout the day to support their play and learning. Staff were observed communicating well, which helped them share key information about children and offer support to colleagues. Daily tasks and staff breaks were managed well to ensure children's needs were met and that they were safe. The use of walkie talkies allowed the team to communicate information across all rooms of the service.

The staff team were committed to their continual professional development. A range of additional training and learning had been undertaken. This included core training which supported the team with key skills and knowledge to provide a consistent approach for children. Staff had also identified development opportunities to develop areas of interest, expertise or where they felt they could improve their skills and knowledge. As a result, children's experiences and outcomes improved.

Staff had the opportunity to participate in annual appraisals, with opportunities to reflect upon and discuss their practice and professional development. This helped identify any training needs to support them in their role. Children were kept safe and protected through the safe recruitment of staff. New staff were supported well through settling visits and use of the national induction resource.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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