

# Busy Bees – Edinburgh Park Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
20 February 2024

**Service provided by:**  
Busy Bees Nurseries (Scotland)  
Limited

**Service provider number:**  
SP2003002870

**Service no:**  
CS2003011940

## About the service

Busy Bees - Edinburgh Park provides a daycare of children service in Edinburgh. The service is registered to provide care to a maximum of 124 children at any one time aged between birth and primary school entry, of whom no more than 36 children are under the age of 2.

The service is located within a business park on the outskirts of Edinburgh and is close to local businesses, cafes, green spaces and the train and tram stations. The nursery consists of five playrooms and has additional play spaces upstairs for the older children to access. There is a secure outdoor play area for all children to access.

## About the inspection

This was an unannounced inspection which took place on 12 February 2024 between 09:00 and 17:00 and 14 February between 09:15 and 15:00. Feedback was shared with the service on 20 February 2024. 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 registration information, previous inspection findings, information submitted by the service and intelligence gathered since the service was registered. In making our evaluations of the service we:

- spoke with children using the service and 12 of their family members
- spoke with staff and the management team
- observed practice and daily life
- reviewed documents

## Key messages

- Children were having fun while leading their own play.
- The service were now inviting families back into the nursery to involve them in the daily life of the service.
- A robust and detailed medication audit should be developed and put in place to ensure the safe management of medication documents.
- Interactions between staff and children were warm and caring.
- Staff communicated well with each other to meet the needs of children.

## 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?	5 - Very 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 were happy and settled and were having fun. Interactions between staff and children were warm and caring and staff ensured that they were down at the child's level. The younger children were comforted and reassured through nurturing interactions with staff who used soft voices and offered cuddles which provided a calm and relaxed ethos. A parent shared that 'Children are very well cared for and enjoy their time at nursery'.

The older children had opportunities throughout the day to develop their independence and life skills. For example, they dressed themselves for outdoor play and developed their independence during their mealtime experiences. Developing of independence could be further supported and encouraged with the younger children.

Personal plans were in place for children which included all the required information to support staff to meet the needs of children in their care. The plans included strategies of support for children with additional support needs to assist them to reach their full potential. Management should develop a consistent approach to ensure that all plans are reviewed at least six monthly to keep them current and up to date.

Medication was stored safely and securely in each of the nursery rooms. Consent forms were in place which provided permission for all medications to be safely administered by the staff team. Management should develop a more robust medication audit to make sure that all paperwork was reviewed to ensure it was accurate and current and included all required information.

Mealtimes provided a quality social experience for children. The older children were supported and encouraged to develop their independence and life skills throughout the experience. It would be beneficial for all ages of children to have the opportunity to develop these skills. Most staff interacted well with children throughout, however, some staff were more task orientated which resulted in some missed opportunities for staff to promote a rich, social experience for children. Allergies and dietary requirements were well managed to maintain the health and wellbeing of children.

Nappy changing was a nice experience for children. Management should ensure that all staff are aware of the correct infection prevention and control procedures in place to minimise any possible risk of spread of infection. It would be beneficial for children to have the opportunity to also wash their hands after the nappy changing experience.

Sleep time was a nurturing experience for children who were cosied and cuddled and were offered their comforters to support them to sleep. Lights were dimmed and a quiet and nurturing environment was provided which gave the children the opportunity to sleep, rest and relax.

Staff appeared confident with the processes in place for recording and reporting any child protection

concerns. Chronologies were in place for recording any significant events in a child's life. Staff had completed child protection training and had completed annual safeguarding refresher training.

## Quality Indicator 1.3 Play and Learning

Children were happy and settled and were leading their own play. Staff praised children during their play and some nice discussions took place which supported and extended children's play and learning. For example, in one room there were quality discussions relating to sizes which incorporated mathematical language. In another room there were simple Italian words introduced which extended a quality imaginative play experience. Children took part in play experiences for extended periods of time in some areas which included the water tray and home areas. One parent commented 'I know my child is always participating in learning, play and outdoor fun'.

Children had limited time each day to participate in outdoor play. While outdoors, their play included active play, blowing and chasing bubbles and playing in the leaves. This play could have been further developed by ensuring all areas were fully resourced and water trays were filled. Language, literacy and numeracy could be further developed outdoors to naturally incorporate these into the children's play and learning.

A wide range of quality resources created rich environments indoors and included some quality provocations to support and extend play and learning experiences for children. These areas supported children to develop their creativity, imaginations and problem-solving skills. Play experiences could be further developed by incorporating more resources to support diversity.

Numeracy and literacy was promoted through a wide range of books in all rooms. Mathematical language was developed through the use of weighing and measuring resources and discussions relating to size. These opportunities could be further developed by introducing simple recipes and instructions for children to follow while being creative in the playdough area.

The service used responsive and intentional planning to support and extend play and learning. Children's interests were developed and taken forward where possible. For example, we could see an interest in floating and sinking being developed in the 3 to 5 room. Planning was evaluated to identify what had worked well, what could be further extended and what didn't work so well. This supported staff to make changes and adapt play experiences when required.

Children's learning journals were linked to the Scottish Government Realising the Ambition document and included the child's voice throughout. Most observations were clear and identified children's learning. Photographs were shared that highlighted and evidenced specific play and learning experiences. A parent highlighted 'I am kept up to date with their progression through an easy to use app'. Next steps were identified and taken forward to support children to progress within specific areas of their learning and development. Floor books had been created and included photographs of children's play and learning experiences and group activities. Staff should be mindful of keeping these books current and up to date.

Children went out for walks around the local business park to the pond and to watch the trams going past. Children visited the local train station on occasions and went to a local shopping centre. A parent commented that it would be good 'having a bit more outings with nursery'. The service could reflect on how to develop links with the local businesses which could develop learning opportunities for children.

**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.

**QI 2.2 Children experience high quality facilities**

The environment was well furnished and well ventilated. There was ample space for children to move around and take part in a variety of play experiences. The baby room provided a quality nurturing and homely space for children and their families. The other rooms provided cosy, safe spaces for children to rest and relax. The downstairs playrooms benefitted from free flow access to the outdoor play areas, however this wasn't being fully maximised at the moment.

Indoor environments provided challenge and a variety of provocations to develop children's play and learning experiences. The upstairs environment benefitted from additional rooms that were well resourced and set up to promote and develop critical thinking, dramatic play, science and mathematics. The service were in the process of developing a free flow environment between the main playroom and each of these rooms to ensure children could have unlimited access to these additional play areas. A parent highlighted 'Very impressed with the quality of resources I've seen'.

The baby room provided a high-quality play environment which was well resourced with a variety of treasures and resources which encouraged children to explore and develop their senses. This environment was warm, cosy and nurturing and provided a safe space for children to play and learn.

The nursery environment was safe and secure and risk assessments were in place to minimise any potential risks. Children had been involved in assessing possible risks during their play by taking part in activities to identify objects that may be hazardous to their health and wellbeing. Accidents and incidents were recorded and shared with parents. Audits of accidents and incidents were completed. These should be formalised to identify any triggers or patterns that may cause risk to children.

The service was clean and well maintained. Infection control procedures were in place and were followed by the staff team. Handwashing took place at appropriate times and cleaning schedules were in place and were signed off once completed. This minimised any possible risk of spread of infection.

Children were well supervised and head counts were carried out throughout the day, particularly when there was movement between the indoor and outdoor environments.

All documents were stored safely and securely within the service to maintain confidentiality at all times.

## 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.

### QI 3.1 Quality assurance and improvement are led well

A vision, values and aims were in place for the whole organisation which were shared with families. These were embedded in practice and staff confidently discussed them. It would be valuable to involve children, families and staff in the creation of a vision, values and aims that were specific to this individual service to support a shared approach.

The child's voice was evident within the service and questionnaires had previously been shared with children to allow them to share feedback about the service. It would be beneficial for the staff team to further develop consultations with children. Effective communications had been developed with families using a variety of methods to keep them up to date with all information relating to the service. Several parents highlighted that it would be beneficial to gain further information relating to their child's day in nursery. Parents had been consulted about different areas of the service through the use of questionnaires. This provided the opportunity for parents to share feedback, suggestions and identify any improvements that the service could take forward. This ensured that parents could be involved in the life of the service and support ongoing change and improvements.

An improvement plan was in place which was linked to current self-evaluation benchmarking tools. The improvement plan identified current priorities for the service which included the development of the outdoor play area. This document was evaluated and updated which reflected current progress and further actions to be completed.

A calendar had been developed which included planning, monitoring, training and auditing of personal plans. This calendar should be further developed to include additional information, for example, audits of medication and accidents and incidents. The service should consider having more detailed information recorded in all audits to show clear actions to be taken forward to support ongoing improvement within the service.

There was evidence of some self-evaluation taking place within the service to support improvement. This included monitoring of environments and staff practice. It would be beneficial for this monitoring to be carried out more frequently and for self-evaluation of the service to be kept up to date. This would support ongoing developments within the service and would improve outcomes and experiences for children.

The staff team were involved in appraisal meetings which supported their professional development. Staff had the opportunity to take part in a range of training opportunities through the service's online training portal. Core training had been completed and targeted training could be delivered when required or when requested.

Policies and procedures were in place for all aspects of the service which adhered to current guidance and best practice.



**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.

**QI 4.3 Staff deployment**

The service was appropriately staffed and ratios were being met and maintained. A room lead was in place to support each team and ensure the children's needs were being met. There were several changes to staffing during staff lunch breaks. The service should be mindful of considering the benefits of having consistent staff members covering breaks whenever possible to provide continuity of care for children.

Parents were now coming into the nursery at pick up times which provided a valuable opportunity for them to communicate with their child's keyworker. This also provided staff with the opportunity to form and develop positive relationships with families and involve them in the life of the service. A parent commented 'There are always consistent staff present and they all know my children well'.

The management team provided support during times of staff absence. Staff from other local sister services could be brought in to work in the service to support absence. Management had developed a staff deployment sheet which supported during times of absence and ensured that appropriately qualified and trained staff were available to support in all areas of the service.

Staff appeared flexible and proactive and overall they worked well together to meet the needs of children in their care. Staff communicated well with each other to support movement between areas, maintain ratios and cover breaks. Staff shared with us that they worked well together as a team and they communicated well with each other. Staff felt supported by the management team and said that the room leads shared all required information with them to keep them up to date with the changing needs of the children.

**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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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