

# Little Beehive Nursery (Kirkcaldy) Limited Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
19 June 2024

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

**Service provider number:**  
SP2010011033

**Service no:**  
CS2020379304

## About the service

Little Beehive Nursery (Kirkcaldy) Limited is registered to provide a care service to a maximum of 62 children not yet attending primary school at any one time. No more than 18 are aged under two years. Of those 18 children aged under two years a maximum of 12 will be cared for in the baby room. The service provides funded early learning and childcare places for Fife Council.

Children have access to three very well-maintained and spacious playrooms. There is an enclosed, well-equipped garden at the front of the property. The nursery is close to all local amenities including parks and schools.

## About the inspection

This was an unannounced inspection which took place on 19 June 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 eight families using MS forms
- reviewed feedback from staff members employed in the service using MS forms
- spoke with the manager, director, and staff
- observed practice and staff interactions with children
- reviewed documents.

## Key messages

Children experienced warm, caring, and nurturing approaches and had positive connections with staff.

Families were actively involved in developing the service. Their feedback was valued by the service.

Planning approaches were child centred and responsive to children's interests and life experiences. Families shared home learning using the app and this was valued by staff.

A positive culture of continuous improvement was evident within the service. Quality assurance and improvement were a key focus.

Children benefitted from a high-quality environment maintained to a high standard.

Children were empowered to lead their own learning through a creative, challenging and stimulating environment.

Staff and children were knowledgeable on our SIMOA (safety, inspect, monitor, observe, act) keeping children safe campaign. Staff actively ensured that all children were accounted for and safe.

Staff worked well as a team to support and care for children as individuals. They were flexible and supportive of each other.

## 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?	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?

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 quality indicator as very good.

### Quality Indicator 1.1: Nurturing care and support

Children benefitted from positive and nurturing connections with staff. All families who responded to our online questionnaire agreed or strongly agreed that they had strong connections with staff. Some comments included:

"Trust the staff completely and feel they know my child well."

"Staff are friendly, caring, and supportive. I feel they know my child well and support her needs."

"All staff are very friendly and take pride in the nursery. They always ask how my child is and are involved in his learning."

"I have a good relationship with my daughter's key worker and feel happy speaking to the other staff and my daughter speaks about the staff all the time."

Communication was a key strength of the service. Staff worked in partnership with families to involve them in their child's care, play and learning. We saw families being warmly welcomed into the service at drop off and collection times. This approach promoted trusting relationships between children, their families, and staff. Children's needs were further supported through meaningful conversations. This resulted in families feeling valued, respected, and included.

Staff knew children well and interacted positively with them to support their needs. They were sensitive and respectful towards children, asking permission to wipe noses and change nappies. This approach meant children felt respected, secure, and valued, which contributed to the positive relationships they had with staff.

Overall, mealtimes were a relaxed experience. There were opportunities at snack for children to develop their independence and life skills as they were fully involved in preparing and serving their own snack. However, at lunch there were some missed opportunities for younger children to be fully involved in the serving of their food. We asked the service to consider how children can be more involved and independent at lunch time. We also asked the service to consider a rolling lunch model within the preschool room as this would reduce waiting times for children. Management and staff were keen to take forward these suggestions to enhance the mealtime experience across the service.

Younger children who needed a sleep were well supported by staff. Their needs were consistently met as staff responded to their individual cues.

Staff understood their roles and responsibilities in safeguarding children. They spoke confidently of the steps they would take should a concern or a support need arise for a child or family.

Highly effective communication systems were in place to ensure children were safe and accounted for.

Staff and children were engaging very well with the Care Inspectorate SIMOA campaign, which enhanced their practice and kept children safe. A large purple elephant helped bring this to life for children across the service. Some older children were able to talk about SIMOA the elephant and how to keep themselves safe in nursery. One child told us "The elephant is not real, and you have to take them around, but they help to keep us safe in nursery." Children regularly helped to risk assess their play spaces. Staff frequently undertook head counts of children across the day and used the 'magic number' to highlight how many children were in a play space. Children engaged very well with this and told us the 'magic number' was nine. This approach encouraged children to identify risks and understand how to keep themselves and others safe.

Children's health and wellbeing needs were carefully considered through the correct and well organised storage of medication. All consent forms were completed with families, and we regularly reviewed to ensure information was current.

### Quality Indicator 1.3: Play and learning

Children were happy, engaged and having fun. One child told us "I love playing outside look I can go down the slide really fast." Staff were very responsive to children's interests and interactions were caring and nurturing. This contributed to children feeling valued, respected, and included.

Children benefitted from carefully considered play spaces with high quality resources. We observed a balance of spontaneous and planned experiences which promoted children's needs, wishes and choices. All play spaces were very well resourced and promoted high quality play and learning opportunities. The learning environment was inviting and stimulating. Resources and experiences enabled rich learning opportunities and promoted challenge. Children were encouraged to explore, be curious, problem solve and use their imagination. As their play was uninterrupted, they were involved in activities for extended periods of time. This approach supported children to be independent and engaged in their play and learning.

The secure outdoor play space enabled children to enjoy a range of experiences that sparked their interests and promoted learning. These opportunities supported children's health and wellbeing through outdoor physical activities. Children were empowered to make choices about what they wanted to play with. These experiences provided opportunities for children to develop their skills in language, literacy, and numeracy. Throughout the day, children were mark making, singing songs and rhymes, and listened to stories in cosy, comfortable spaces.

Children benefitted from regular opportunities to explore their local area. They were developing strong links with their community through these experiences. Families valued the benefits of visiting places of interest. One parent commented 'Community walks to library, police station, beach etc and they have also visited the allotment.'

Planning approaches were child centred with children being actively involved in leading their own learning. Planning walls were used to record their interests and learning. This contributed to children feeling valued and respected. Floor books effectively captured their thoughts, ideas, and discussions. This further highlighted staff's responsive approach which meant children were making good progress.

Children's learning and development was supported by sharing observations and next steps with families using a digital app called Family. Observations detailed significant learning and planned next steps that were relevant to individual children. Effective tracking of progress ensured that all children were supported on an individual basis. As a result, children were effectively supported to learn and achieve.

## 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 quality indicator as very good.

### Quality indicator 2.2 Children experience high quality facilities

Children benefitted from a setting that was clean, well-ventilated and had plenty of natural light. The service was very well maintained and careful consideration had been given to resources and furniture. This created a welcoming and homely atmosphere. All indoor resources and furniture were of a very high standard. Playrooms were comfortably furnished and had some cosy areas for children to relax and rest. A range of activities and experiences were available to all children across the service. We found that all play materials were appropriate to children's needs and stages of development. This helped to stimulate their natural curiosity. For example, blocks, loose parts, play dough, sensory items, and a well-resourced creative area. Children were busy and immersed with their play as they moved around the play spaces independently.

Children took pride in their playrooms as they helped clear away resources when they were no longer in use. Staff also reset areas to ensure that they were inviting to children. This meant children and staff respected the environment and sent a strong message to children that they matter.

There was no direct access to the garden. Staff were creative and ensured that children had daily opportunities to outdoor play experiences. This supported children to be healthy and physically active. The outdoor area was well used during the inspection.

Children had spaces to sleep, rest and relax if needed. This resulted in children's needs being consistently met across the day and supported their emotional wellbeing.

Detailed risk assessments, specific to the service were used effectively by all staff to ensure children were safe and protected. These were regularly reviewed and updated to ensure any risks were minimised for children, families, and staff.

Infection, prevention, and control practices minimised the potential spread of infection. The setting was visibly clean and clutter free. Staff sensitively supported children to wash their hands at various times throughout the day, promoting a safe environment for children.

## 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 quality indicator as very good.

### Quality indicator 3.1: Quality assurance and improvement are led well

Shared vision, values and aims were understood by staff. This contributed to the positive ethos of the service and positively informed staff practice.

Quality assurance systems were methodical, well organised, detailed and supported ongoing improvements. Staff regularly evaluated learning opportunities and resources available. This resulted in children experiencing a rich learning environment which encouraged them to be creative and curious. Peer monitoring was also part of the evaluation process and supported staff to be reflective practitioners and showed commitment to providing a high-quality service to maximise children's outcomes and wellbeing.

Children and families were regularly consulted, and their views gathered. They did this with questionnaires, question of the month and face to face discussions. All Families strongly agreed and agreed they were involved in a meaningful way to help develop the setting. One parent told us that "There are often open forums to provide feedback. Almost weekly. I think this is a fantastic way to show we are being heard. But they do such a good job that usually there is not anything to feedback."

Regular team meetings enabled staff to talk about and reflect on their work. They considered individual children's needs, identified strengths and areas for development within the service. This meant positive outcomes for children's staff were supported to develop their practice.

Staff received regular support and supervision from the management team. This enabled them to identify priorities for training, discuss wellbeing and receive feedback. In addition, five in-service days across the year provided protected time for meaningful and focused staff development opportunities. For example, children's rights and quality observations were some of the focus areas. Staff told us these opportunities encouraged them to reflect on their practice and enhance the provision for children and their families. Staff felt valued and supported by the management team and the nursery directors, which further enhanced positive relationships.

A range of clear policies were in place which supported safe practice within the service. These were regularly reviewed to ensure they followed current best practice and guidance.

## How good is our staff team?

4 - Good

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

### Quality indicator 4.3: Staff deployment

Children benefitted from a caring and nurturing staff team who knew them well and were committed to providing high-quality care and support. Families commented positively about the relationships and care provided by staff. They described them as "caring," "friendly," "supportive," and "loving."

Arrangements for planned and unplanned absences were in place which ensured ratios were maintained. This approach ensured that children were kept safe, and well supervised by familiar staff, promoting a sense of security. Any changes to staffing were shared with families via the Family app. This ensured they were informed about who was providing care for their child. On the day of the inspection some core members of staff were off, and this resulted in supply staff being used. These staff were deployed to rooms which needed support. Essential information was shared with supply staff to support continuity of care. There was some impact on transition times, for example getting ready to go outside and at lunchtime within the preschool room. The manager was honest and transparent with us in relation to the staffing that day and we were able to see that despite challenges, staff deployment supported children well.

Staff communicated well with each other and with children throughout the inspection. In particular, they told each other when a task took them away from their area, they had to leave the room or when supporting a child. Staff were flexible, supportive, and respectful of each other. This approach ensured there was a positive ethos between the team. This helped children and staff to feel safe and secure.

The service had experienced a period of change with some recruitment challenges.

They were working extremely hard to minimise any impact on care.

All families were welcomed into the service each day, this approach supported effective communication and built trusting relationships with them.

Support strategies were in place for some children. These considered individual needs and were consistent in providing children with continuity of care. This meant that children felt safe, secure, and happy. As a caring staff team nurtured and supported them individually.

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

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